Reading Unit of Study
Kindergarten – Readers Read Pattern Books, Unit 3

ELA Reading
Common Core
State Standards
Lesson Plan

Kindergarten
Unit 3 - Readers Read Pattern Books
6/30/2014
Reading Unit of Study
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Resource Materials Section
See Separate Packet
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Abstract

In the previous unit readers worked to read using pictures in the Emergent Storybook Unit. This unit will ask readers to focus their attention in ways that have children using pictures to help words in pattern books.

In this unit children will be reading pattern books. Pattern book reading will lift the level of work by bridging much of the work teachers have been utilizing in shared reading activities to independent reading time, now. Readers will see that the patterns in books give readers strength to move along reading the text recalling the way the pattern goes. Readers will see that knowing the pattern in their text helps solve un-known words, by using initial letter sounds and pictures. Readers will see that they can use strategies to for solving words and for thinking deeply about patterns. Teachers will show readers engaging ways to read and reread their pattern books for automaticity, phrasing and expression. Readers will ultimately see that some pattern books are stories and some are informational and that reading and talking about them helps with accuracy and deeper understanding.

The first part of this unit focuses on ways readers can read pattern books by recalling the way the pattern goes. Teachers will remind readers that in shared reading, the class has read many books with patterns and that once a reader uncovers that pattern, the reading becomes fluent based on that knowledge. Readers use the pattern to move quickly, pointing or sweeping under words, matching pictures and words supported by the pattern. Teachers will teach readers to look in the pictures for things that repeat to uncover pattern, to carry that pattern from page to page anticipating the way the next page will go, and to listen for meaning as they read. Listening to pattern books will ask readers to discover repetition, rhyme, and rhythm.

The second concept in this unit gives readers the opportunity to learn strategies for solving tricky parts with support of the pattern in text. In these lessons readers will see that the pattern exists but so do words and phrases that are not part of the pattern. Teachers will teach readers to pay attention to changes in pictures, and words, and to prepare thinking that even though reading a pattern book has many places for repeated words and phrases, that many times, these books also change the pattern somewhere across the text. Readers will benefit from seeing the value in knowing what the book is mostly about as they read forward, holding that idea in mind as they problem solve unknown words and pages.

The next bend in the unit asks readers to find ways to dramatize and make their books come to life. Many of the books readers are reading are meant to be sung or read aloud. Readers will learn from each other and find engagement in reading together, clapping the rhythm, and rereading for fluency.

The final run of lessons asks readers to look beyond the pattern and see what the book they are reading is really about. This is where the class will look into storytelling pattern books and information pattern books. Readers will learn to ask, “Is this more like a story?” or “Is this telling me information?” Readers will learn to use the title and the cover and pictures and words to think about what is happening and then ask, “What is this book really about?”

The suggested celebration involves videotaping partnerships performing one of their favorite pattern books and creating a film strip of all the performances. This clip could then be shared with the class, other classes, and even your community, if websites and links are part of your communication tools.

This unit should continue to give readers the opportunity to shop for books at least once a week. Some readers, those still working as emergent storybook readers, will keep many emergent storybooks in their bags or bins, in addition to pattern books, look books, favorites, informational text. As teachers notice readers acquiring more independent strategies to read more conventionally, the number of emergent storybooks will decrease as the number of leveled.
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Background Section

To prepare for this unit, think about the books that will flood your library in support of the work in this unit. Plan to set up baskets of small copies of your favorite big book reads from shared reading. Include class books, if they are made that follow a pattern. Provide a range of genres; fiction and informational. If readers, are utilizing one-to-one and are able to retell a story, running records may help determine those readers ready for leveled text beyond emergent storybook reading and pattern books. Make sure that the books supplied to readers, matches the range of reading levels in your class.

Patterned text appears in songs, poems, nursery rhyme charts, big books, story books, and leveled books. Look everywhere and anywhere for text that you have utilized in shared reading, science, social studies, or writing that holds a pattern. These texts should be included either in big or little form to add pattern text to your choices for readers. You can also prepare some of your own pattern books based on class meeting, experiences and interactions and create enough copies for numerous or all children to have access to them (Field trip to the farm? Make class pattern book touching on the experience from the farm...“We saw...at the farm.”). Talk to your Local Township or school librarian for suggestions of pattern books if your supply is low or is in need of updates.

Teachers can also prepare for this unit by getting to know the pattern books in their personal or school library or book lending room. In the earliest levels, one word changes in a pattern, if any. As levels increase, patterns stay page to page, with one word different but the last page changes completely. Teachers will want to spend time looking at the challenges within multiple levels and think about the necessary strategies needed to be successful in those text. In other words, not all pattern books are created equally. Use the supports in pattern books to help readers see that they have moved from using pictures to read to using patterns to read.

Book distributors with a wide range of pattern text:

www.pioneervalleybooks.com
www.hmhco.com/en/rigbyPM_home.htm
www.readingreadingbooks.com
www.maryruthbooks.com
www.booksource.com
www.continentalpress.com
www.heinemannclassroom.com
www.brandnewreaders.com
www.mheducation.com (Wright Group books)
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Resources and Materials Needed

Teacher Resources
- Emergent/Sulzby story books read aloud four times throughout Unit 1, before Unit 2
- Table top baskets that contain: leveled books, classics, favorites, counting, ABC, and informational
- Leveled library of books A-D initially, access to higher levels should you learn readers are reading at higher reading levels. (See chart below)
- Higher level pattern books- possible examples: The Cooking Pot by Joy Cowley, Ratty Tatty by Joy Cowley, Red Socks Yellow Socks, by Joy Cowley
- Chart paper for anchor charts (See Resource Material Packet for Examples)
- Post-it notes/Sticky notes
- Easel or place to create charts
- Meeting area
- Teacher created conferring log (See Resource Material Packet for example.)

Individual Book Selections
This may be a good point in time to transition into students having their own individual book selections, Below are a couple of suggested ways that you could manage this process.

Book Baggies
Utilize as many books as possible. Readers might have wide text level ranges that allow easy reading. Baggies could include leveled readers, favorite series, Sulzby or Emergent Story books, “look-books” and informational text. Typically book baggies would have:

<table>
<thead>
<tr>
<th>Fountas and Pinnell Levels</th>
<th>DRA Levels</th>
<th>Number of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-C level readers</td>
<td>A- 4</td>
<td>10-15 books</td>
</tr>
<tr>
<td>D-K level readers</td>
<td>6-20</td>
<td>6-10+ books</td>
</tr>
<tr>
<td>L-N level readers</td>
<td>24-30</td>
<td>5-8 books</td>
</tr>
<tr>
<td>O-Q level readers</td>
<td>34+</td>
<td>2 chapter books, informational and favorites</td>
</tr>
</tbody>
</table>

These baggies will be altered each week (approximately) until shopping routines are taught. Exchanging of books should be done outside the reading workshop and with high teacher guidance. One suggestion is to allow readers to return books and select new books from crates out on tables organized by type of text (Levels, Emergent Story Book, and Informational). The class may be working independently as the teacher assists readers in small groups. Teachers will need to assign a quantity per reader, per crate (example: Select 7 books from A-C crate, 2 Emergent Story Books, 2 informational, 2 Choice). This method will only exist until shopping for just right reading is discussed once assessments help identify reading levels.

Book Shopping (students have individual book boxes/bins filled with self-selected books)
Students will need their own book boxes/bins. Teachers will want to build a library with a wide range of books including: leveled books, informational, number, alphabet books, Emergent Storybooks (Star Books), books grouped by author, series books, student favorite or themed books.

Please see the resource packet for other book topics to add to your library and ways to organize your classroom library. Teachers will need to have 1000’s of books available to their students.
Please refer to the table above to see the number of books that students should be shopping for each time they shop. Students that are reading at levels A-4 may need to shop 1-2 times a week to keep their interest in books that they are reading. Teachers may want to make a school-wide leveling system. Teachers may want to provide students with a shopping list to follow (see resource packet for sample).

*These are suggestions based on practices utilized by workshop teachers and meeting objectives outlined by the Common Core Standards. Teachers should organize as they see fit given their resources.
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Professional Resources

None of the book titles suggested in these lessons are needed if you have titles which match the suggested books’ genre and characteristics. In other words, there are thousands of books that would work during demonstrations and throughout your mini-lesson. The titles in lessons are all suggestions to help you make choices beyond our recommendations.
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Routines and Rituals: Building a Community of Independent Readers

Reading workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child’s elementary school experience (Calkins, 2005). One means of developing a community of independent readers is to implement routines and rituals that are consistent within and across grade levels.

A few lessons in each launching unit are devoted to the management of a reading classroom. However, depending on student need and experience, additional lessons on management may be needed. Also, it is assumed that many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just in reading workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the reading process and acquiring a toolbox of reading strategies.

The following are a collection of routines and rituals teachers may want to review. Select based on students’ needs.

Routines
- Opening Routine
- Mini-Lessons
- Sending children off to work
- Independent work time
- Closing Routine or Share
- Partnerships

Opening Routine – Beginning Each Day’s Reading Instruction
- Meeting area/ Room arrangement.
- Signal for students to meet for reading workshop.
- What to bring to meeting area.
- Partnerships at meeting area.

Mini-lessons – The Fuel for Continued Growth
- Student expectations as they participate in a mini lesson.
- Partnership guidelines
- How students sit during a mini-lesson and share.

Sending Children Off to Work – Transition from Mini-lesson to Work Time
- Expectation to “go off” and get started working
- Dismissal options

Independent work time – Students working on their own
- Assigned reading spots
- Getting started
- Students work initially without teacher guidance and/or conference.
- Nature of Children’s Work – Reading focus.
- Role of Mini-lesson
- Conversations in Reading Workshop: productive talk, silent reading time & whole-class intervals for partnership talks.
- Signal for noise volume.
- Mid-Workshop Teaching Point.
- Flexible reading groups (strategy or guided reading).
- Teacher conferences
- Productivity – early in the year, later in the year (expectations).
- What to do if you need assistance – Example: “Three before me” (Students must ask three students before asking the teacher.).

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Closing Routine – Managing the Share Session
- Signal to meet
- Share session at meeting Area
- Celebration of Growth

Partnership Routine – Being an Effective Partner
It is recommended that several mid-workshop teaching points focus on teaching students how to build effective partnerships.

- Turning and Talking – discussing something with a partner per teacher’s guidance.
- Who goes first?
- Compliments can be helpful when they are specific.
- Constructive suggestions – people can be sensitive about their work, so it’s best to ask questions or give suggestions in a gentle way.
- One helpful way to listen (or read) a partner’s work is to see if everything is clear and makes sense.
- How partners can help us when we are stuck.
- Effective questions to ask partners.
- If your partner has a suggestion, it may be worth trying (value the input/role of partnerships).
- Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner.
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Read Aloud with Accountable Talk

Read-aloud with accountable talk is a critical component of a balanced literacy program. The purpose of read-aloud with accountable talk is to model the work that readers do to comprehend books and to nurture ideas and theories about stories, characters and text. During this interactive demonstration, the teacher has purposely selected text and flagged pages with the intention to teach a specific skill or strategy. The teacher is reading so children can concentrate on using strategies for comprehension and having accountable conversation about the text. Students are asked to engage with the text by responding to one another or through jotting notes about their thinking. The teacher scaffolds children with the kinds of conversation they are expected to have with their partner during independent reading. This demonstration foreshadows the reading work that will be done in future mini-lessons and units of study.

Since read-aloud is done outside of Readers Workshop the following planning continuum provides teachers with a map of possible foci within the read-aloud. This planning continuum aims to support teachers with upcoming strategies that will be taught in mini-lessons and future units of study.

Read Aloud with Accountable Talk Planning Continuum

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read Aloud Books</strong></td>
<td>Launching the Reading Workshop</td>
<td>Emergent Story Book</td>
<td>Pattern Books</td>
</tr>
<tr>
<td>Utilize narrative and informational text equally making sure emergent story books are read 4 times per title.</td>
<td>Utilize emergent/Sulzby story books initially, use narrative and informational text the last weeks, as well as leveled readers, which include pattern books.</td>
<td>Utilize informational text and narrative, as well as leveled readers, which include pattern books.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Read Aloud Focus</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers love to read and reread their favorite books (Sulzby/Emergent Story books)</td>
<td>Readers read using their best storytelling voice</td>
<td>Readers remember the way a book goes</td>
<td></td>
</tr>
<tr>
<td>Readers use the pictures to read stories in their own way, using a storyteller’s voice</td>
<td>Readers voices match the characters feelings, actions and dialogue</td>
<td>Readers notice and talk about story elements</td>
<td></td>
</tr>
<tr>
<td>Readers read informational text using a teaching voice</td>
<td>Readers find their way in stories by remember what happens next</td>
<td>Readers retell across their fingers</td>
<td></td>
</tr>
<tr>
<td>Readers pay attention to details in pictures to help think about the text</td>
<td>Readers act out scenes from their favorite stories</td>
<td>Readers tell other readers what they are learning from informational text</td>
<td></td>
</tr>
<tr>
<td>Readers read informational text and find gestures to help teach what was learned</td>
<td>Readers faces show reactions to learning new information</td>
<td>Readers notice patterns in books</td>
<td></td>
</tr>
<tr>
<td>Readers act out characters feelings, actions, dialogue</td>
<td>Readers talk with other readers about the books they are reading</td>
<td>Readers use the patterns in books to read the next page and the next page</td>
<td></td>
</tr>
<tr>
<td>Asking “whats going on here”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Why a script?
The following unit has been written in script form to help guide and support teachers in implementing effective reading instruction; routines, procedures, strategies and specific instructional vocabulary. In other words, the script serves as a “reading coach” for teachers. Teachers, whether new to the teaching to reading workshop, or new common core standards, may benefit from having detailed lesson plans. The goal is that in time teachers will no longer need a script per se because they will have had time to study and gain procedural knowledge for many of the common core units of study. Also, many teachers feel a script serves as a guide for guest/substitute teachers or student teachers. Please view these scripts as a framework from which to work — rewrite, revise, and reshape them to fit your teaching style, your students, and your needs.

Additional lesson information:
Mini-lesson- A mini-lesson is a short (5-10 minute) focused lesson where the teacher directly instructs on a skill, strategy or habit students will need to use in independent work. A mini-lesson has a set architecture.

Independent Reading and Conferring - Following the mini-lesson, students will be sent off to read independently. During independent reading time teachers will confer with individuals or small groups of students.

Mid-workshop Teaching Point –
The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

Partnership Work- Partnership work is an essential component of the reading workshop structure. In addition to private reading, partnerships allow time each day for students to read and talk together, as well as provide support for stamina. Each session includes suggestions for possible partnership work. Add or modify based on students’ needs.

Share Component – Each lesson includes a possible share option. Teachers may modify based on students’ needs. Other share options may include: follow-up on a mini-lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project).

Balanced Literacy Program (BLP) – A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block.

Reading and Writing workshops are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.
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Sample Unit Section
Overview of Sessions – Teaching and Learning Points

Alter this unit based on students’ needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Concept I: Readers read using patterns in books
Session 1 Readers think about how the pattern will go by thinking about the cover, title and pictures.
Session 2 Readers read familiar pattern books by holding the pattern in our heads, looking at pictures and pointing under the words as we read.
Session 3 Readers know which words will repeat in the pattern by noticing what repeats in the pictures.
Session 4 Readers point to and name pictures thinking how the words might change within the pattern.
Session 5 Readers listen to the way their books sound and ask, “Is there repeat?”, “Is there rhyme?”, “Is there rhythm?”, by pointing under the words one at a time.
Session 6 Readers make predictions about what will come next by thinking about the way the pattern is going from page to page.

Concept II: Readers use the patterns in pattern books to solve unknown parts of the book.
Session 7 Readers solve the last page by spending extra time to use the picture and think about what the book is mostly about.
Session 8 Readers figure out what the whole book is about by saying, “This book is about...” while thinking about the pattern and ending of the book.
Session 9 Readers solve unknown words in pattern books by thinking about the pattern and saying first letter sounds.
Session 10 Readers check a word they solved by asking, “Would that make sense here?”, “Would that sound right in this book?”, “Does it look right?”
Session 11 Readers when stuck on a word get unstuck by going back a page or two to reread and rethink.
Session 12 Readers spend more time on a page when stuck by pointing to pictures, and Asking, “What’s going on here?”
Session 13 Readers use the words they know by thinking about what would sound right before or after the word we know.
Session 14 Readers solve tricky parts by continuing to point under each word even if they know the pattern by heart.

Concept III: Readers make their books come to life.
Session 15 Readers make their books sound better by rereading them again and again.
Session 16 Readers make their books come to life together by reading together chorally, matching voices as we read.
Session 17 Readers make their books come to life by acting like the characters with their voice.

Concept IV: Readers see beyond the pattern to say what the book is really about.
Session 18 Readers know that every part of a book fits together by thinking about what they see in pictures and read.
Session 19 Readers say what their book is all about by saying, “This book is all about...” after reading it.
Session 20 Readers say what their book is all about by thinking about what is the same.
Session 21 Readers talk about what their book is all about by sharing the title, telling about the pattern, and saying, “This is a book all about...”
Session 22 Readers talk about their books, by asking, “What’s your book about?”
Session 23 Readers celebrate pattern books by performing with others.
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Lesson Plan

Session 1
Concept Readers read using patterns in books.
Teaching Point Readers think about how the pattern will go by thinking about the cover, title and pictures.

Materials
- Shared reading text or read aloud that the class already has read together.
- Two unread patterned text (Lesson could use, *Fruit Salad*, level B, by Jill McDougall and *The Birthday Cake*, level A, by Joy Cowley or any other Level A-C pattern book which has a cover, title and pictures that support each other).
- Cover words in book used for Active Engagement.

Tips
- Partners are still coming to meeting area seated beside each other. Partner may remain the same unless partners have grown apart in levels of text (partner 1 is reading level A books and partner 2 is reading level D books).
- Teachers may want to “book talk” 3-5 different pattern books at the beginning of each week during this unit. In the book talk introduce the book by reading the title and giving a brief overview of the book. Also, read the first page of the book as a scaffold to support readers with determining the pattern of the book.
- Teachers should have a consistent book shopping routine in place.
- Make pattern books the priority after the mini-lesson. Readers should continue to make plans for their reading time by making a stack before beginning to read. Pattern books should be on the top of the stack.
- Mid-workshop teach is a great time to revisit management and routines of workshop.
- As always, follow your class’s needs.
- If you plan to use many of the small leveled books in this unit, smart boards, document cameras or projection of the pages is helpful, but not always necessary.
- Readers above level D or below level A will need to be pulled into strategy groups and guided reading groups to support their process use within text beyond or emerging pattern books. Plan to keep a group of readers at the meeting area each day to teach differentiated content.
- Resource packet holds charts that could be woven into any or all lessons within this first concept. Write teaching point on chart daily or over time in your mini-lesson, Mid-workshop teach, or Teaching Share.

Connection
- *Readers, we have been reading pattern books in shared reading for a long time now. And maybe, some of you have been reading pattern books or text on your own during independent reading or choice time. A pattern book or text is one where part or most of the text, (the words) is repeated again and again on each page.*
- An example of a patterned text is *Mrs. Wishy-Washy* or *Farm Concert*, because the pages say the same words in the same order, mostly. As readers, we learn that pattern and then the book becomes very easy to read, doesn’t it?
- *All of you read Mrs. Wishy-Washy and Farm Concert with me during shared reading.*
- *Today I want to teach you that you can uncover the pattern in a book by looking at the cover, the title and pictures and think about what the text might be about to help you find the pattern.*

Teach
- *I have this book on my lap. It is called, *Fruit Salad* by Jill McDougall. I think, huh? Fruit Salad is the title of this book. I know when you make a fruit salad you combine all kinds of different fruits in the same bowl....Let me*
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| look at the pictures a bit...I see a banana going in the bowl, and here I see an apple...OK...so this pattern book is going to have a pattern that includes each fruit going into the fruit salad.  
| - Readers, are you noticing that I haven’t even read my book yet, but I am already thinking about the way the pattern might go?  
| - Let me look at the first word on this page...“I-N” that word is “in”. I know that word. So if I start reading this book, I would read “In...g-g-g...oes the banana. In goes the apple...  
| - Readers, do you see how once I thought about the cover, title and pictures, I was able to predict how the pattern might go...that helped me read these first two pages. 

| Active Engagement  
| - Readers let’s try this together. I am going to have you read This book. The title is The Birthday Cake, by Joy Cowley. Let’s think about what we see here on the cover...turn and tell your partner what you see on the cover and how it fits with the title The Birthday Cake. Turn and talk.  
| - Now, let’s just look at the first two pictures...I’ve covered the words so you would have to think about the pattern...I see some things are the same in the pictures...and one thing is different on this page ...I see a red cake here but a....turn and tell your partner what we see that is the same and different. Turn and talk.  
| - Readers, are you noticing that here they have a red cake, but here they have a yellow cake...Are you thinking about a pattern for this book...talk to your partner...what might this pattern book sound like? Turn and talk.  
| - Let ‘s look at the first word now, (pull away part of the post-it to reveal the first word...“A”...let’s read the rest of this page (reveal entire page).  
| - Let’s keep that pattern going...(reveal 2nd page) Read here, now on page two...but remember one thing changes...“A...”  
| - Continue to read the entire book with partners chiming in as you turn pages.  
| - Alert readers to the last page change, by having them look at the picture and think about what is happening in the story. 

| Link  
| - Readers, do you see how we spent time thinking about the title, the pictures on the cover and the pictures inside to see if we could think about the pattern before we even began to read?  
| - Today, when you begin to read your pattern books that you shopped for yesterday, I want you to make sure I see you reading the title, if you can, looking at the cover and pictures and thinking about how the pattern might go. This is going to help you read many new pattern books. Be sure to start with your pattern books first. 

| Mid-Workshop Teaching Point  
| - Readers can I have you look this way. I want to tell you what Reagan just did. She read one of her pattern books from her book bin by looking at the cover, reading the title and looking at the pictures. She figured out the pattern on her own because she did a lot of thinking before reading that first word. 

| Partnerships  
| - Unless readers have changed in reading level or a partnership is not working well...partnerships from unit 2 may continue to meet in unit 3  
| - Partners, today I want you to first share your pattern books with each other. One partner, pick one of your pattern books, read it and then partner two pick one of yours. You may read all of your pattern books to your partner if we have time. You can also read the words together, or take turn reading pages, like we know partners do. 

| After-the-Workshop Share  
| - Readers today you learned that readers think about how the pattern will go by thinking about the cover, title and pictures. Each day now, during our pattern book study, I want to see you thinking about the way your pattern may go based on the title and the cover and pictures.
### Lesson Plan

#### Session
- **2**

#### Concept
- Readers read using patterns in books.

#### Teaching Point
- Readers read familiar pattern books by holding the pattern in our heads, looking at pictures and pointing under the words as we read.

#### Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>●</strong> Shared reading text or read aloud that the class already has read together.</td>
<td></td>
</tr>
<tr>
<td><strong>●</strong> Only to hold up, two familiar patterned text (this session uses, <em>Fruit Salad</em>, level B, by Jill McDougall and <em>The Birthday Cake</em>, level A, by Joy Cowley)</td>
<td></td>
</tr>
<tr>
<td><strong>●</strong> 2 familiar pattern books (example: Level A-C pattern books which have pictures that support the words this session used the big book <em>Going to School</em> by Jillian Cutting)</td>
<td></td>
</tr>
</tbody>
</table>

#### Tips

- Access to many familiar pattern books from shared reading or group work will help readers recall the patterns they know.
- Any familiar pattern books will work. One for demonstration. One for active engagement.
- This lesson is intended to begin the independent practice of one-to-one correspondence. This lesson will not lead to mastery for all. Teachers are encouraging, coaching, and demonstrating “matching words readers say to words on the page” throughout this unit. This common language should be shared in small groups, shared reading and conferences, as readers master one-to-one correspondence.

#### Connection

- Readers yesterday we were busy reading our pattern books by thinking about the title, cover and pictures to get our reading going.
- Today I am going to show you something else readers can do to help them read their pattern books. Readers know that sometimes they are going to read a familiar pattern book. They remember the way pattern goes and that pattern helps them flow right through the book and they are able to point to the words as they read.
- Readers read familiar pattern books by holding the pattern in our heads, looking at pictures, and pointing under the words as we read.

#### Teach

- Yesterday when I read the book *Fruit Salad* I did my best to hold the pattern in my head as I read from page 1 to page 2. You did the same thing when you read *The Birthday Cake*. You gathered the pattern and then you held that pattern in your head and read the entire book until you got to that last page where the pattern changed. We then had to think about the story didn’t we?
- Watch as I point to the words and hold onto the pattern in this book we all know, *Going to School*, by Jillian Cutting. I will also make sure I check the pictures. I know that even pattern books change their words at times. Pictures can help.
- Teacher touches under each word as he reads the book. Stop to ask readers if they see how you are holding onto the pattern and pointing under each word. Point out how the pattern changes and you use the picture to help you read that tricky part where pattern changes.
- Readers did you see how as I turned each page, I pointed under the words?, (teacher uses gesture to show pointing) I said the word I knew came next in the pattern...and then I used the pictures to help me a bit, because the pattern was mostly the same, but it did change on each page, didn’t it? (Teacher gestures to head for thinking). This is how Readers read familiar pattern books by holding the pattern in our heads, looking at the pictures, and pointing under the words as we read.
### Reading Unit of Study

**Kindergarten – Readers Read Pattern Books, Unit 3**

| Active Engagement | • Let’s see if we can read another familiar pattern book together.  
|                   | • Pull out familiar pattern book.  
|                   | • Teacher and students follow the process of holding the pattern in their head. The teacher points under the words as the class reads. The teacher points to the picture as needed to prepare readers for the change in pattern.  
|                   | • Readers, it is important to remember that you already know a lot of pattern books and the way they go from our work in your classroom. Use your thinking to help you hold onto that pattern and use the pictures to help you as you hold onto that pattern. Pointing under the words will help you keep your place as you read your patterned text. |
| Link              | • Readers read familiar pattern books by holding the pattern in their heads, looking at pictures and pointing under the words as they read. I will be watching for you to be doing this work as you read. Make sure you begin with your pattern books. Once you have read all your pattern books you may go on to read your additional books. |
| Mid-Workshop Teaching Point | • Readers, can I tell you what I saw Addie doing today? I saw her looking at the cover, reading the title, flipping through looking at the pages, and then I saw her begin to read her pattern book slowly, pointing under the words. But as she realized she was right about the way her pattern book went, she picked up the speed a little and read it faster.  
|                   | • You can practice reading faster by rereading your pattern books more than once or twice. |
| Partnerships      | • Readers, practice reading your pattern books to your partners. Listen for whether your reading sounds smooth. If it doesn’t, read your book once more before moving to partner 2. |
| After-the-Workshop Share | • Readers today we learned readers read familiar pattern books by holding the pattern in our heads, looking at pictures and pointing under the words as we read.  
|                   | • We can add this work to making sure we are thinking about the way the pattern will go. If you use both of these strategies, we have a better chance of reading the right words and making our reading make sense. |
**Session**

<table>
<thead>
<tr>
<th>Session</th>
<th>3</th>
</tr>
</thead>
</table>

**Concept**

Readers read using patterns in books.

**Teaching Point**

Readers know which words will repeat in the pattern by noticing what repeats in the pictures.

---

**Materials**

- Shared reading text or read aloud that the class already has read together. (this session uses, The Birthday Cake, by Joy Cowley)
- Unfamiliar short pattern book (this session uses Picnic, level A, by Phyllis Root, only pages 1-6. Pattern changes on page 7)
- Use post-its to cover ALL words in book for teach.

**Tips**

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**Connection**

- Readers, remember just two days ago we used The Birthday Cake, by Joy Cowley in our lesson to help us think about what the pattern might be based on the pictures, cover and title? Well, in that lesson I remember asking you to notice in the pictures what was changing and what repeated or stayed the same. Today I want to teach you that readers know which words will be repeated by looking at the pictures and seeing what repeats in the picture.
- If things repeat in the picture, then those words might repeat in the pattern, also.

**Teach**

- Readers, let’s pretend I am a kindergartener and I want to read this new pattern book. I see a Mouse on the cover, I’m not sure of the title…I will come back to that after looking at the pictures. Remember, I want to notice what is repeated in the pictures...so I will know what is repeated in the words. Watch closely, because I will have you talk to your partner about what you see me doing after I show you.
- Watch me think about this. Hmmm... I see mouse on this page and I see mouse on this page...mouse is repeated so far...but food is repeated, too. It is not the same food...but Mouse and food is repeated. Let me keep going...
- Teacher, continues to notice what is repeated on each page (make sure words are covered to focus attention on pictures)
- Stop on page 6
- Readers, did you notice how I keep seeing Mouse with food? And then on page 6 I saw Mouse with a dog.

**Active Engagement**

- “Turn and tell your partner what you saw me doing inside this pattern book.
- Listen in and coach readers, carry book to coach if needed.
- Readers, watch now as I read the words...see if my work with the pictures helped me...(read pages 1-6)

**Link**

- Readers, I want you to add this thinking work to your reading of pattern books today. We have already learned so many ways to be thinking within our pattern books. We know the cover and title will help us think about the pattern, we know that thinking about and holding onto a pattern we know will help us and today we learned that really looking at what is repeated in the pictures will help us read the words.
- Repeated objects in the pictures may mean repeats in the words.

**Mid-Workshop Teaching Point**

- Readers, I want to stop all of you and have you look up for a second. I want to compliment you all. You know what I noticed you all did when I sent you off to read; you quickly got your book bins, sat down and started reading. I thought to myself, wow look at these readers!”
- Or use this time to layer teaching, influence more reading minutes, or review procedures.
| **Partnerships** | As you read with your partner today, will you pay attention to what is repeated in the words and in the pictures as you are listening to each other? You might even want to talk to each other about what you noticed. Partner 1 might say “look, on every page in my book…” And Partner 2 might say “On every page in my book…” Talk to each other about the pattern. |
| **After-the-Workshop Share** | Readers, think (tapping head) for a minute...what is one thing you have learned already about reading pattern books? When you have an idea for what you have learned, show me you have your idea by giving me thumbs up. If you are still thinking, tap your head until you can show thumbs up. Today for share, will you turn to your partner and tell them one thing you have learned about reading pattern books. |
## Reading Unit of Study
### Kindergarten – Readers Read Pattern Books, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers read using patterns in books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers point to and name pictures thinking how the words might change within the pattern.</td>
</tr>
</tbody>
</table>

### Materials
- Unfamiliar pattern book (Lesson uses *Monkey Eats Worms*, level C, by David Martin, verb changes within the pattern)  
- Use post-its to cover words for teach.  
- Pattern book used in session 3 for teaching share with words covered on pages 7-8. *Picnic*, By Phyllis Root, Level A was used in this session.

### Tips
- Big books are helpful or enlarged books from document camera.

### Connection
- Readers I am so impressed with how you are really thinking of ways to read your pattern books, using your finger, pointing under the words and also make the book or text make sense. I was reading with Tia yesterday, and as we were talking, I realized I hadn’t taught you something important about pattern books.
- Readers not only have to use the pictures to help them think about the words that will be in the pattern...they also have to use the pictures to think about what might change within the pattern. We have read enough pattern books to know that the way the patterns are written are different from one book to another, right?
- So today, I want to teach you that readers point to and name pictures thinking how the words might change within the pattern.

### Teach
- I want you to watch me as I read one of our pattern books titled, *Monkey Eats Worms*. I have covered the words so you can think about the pictures and what might change as I think that way, too.
- Here, on the first page, I see Monkey eating an apple...well...the book is called *Monkey Eats Worms*...so maybe the pattern is “Monkey eats worms...Monkey eats apples... The little speech bubble says..”mmm good.” He likes them...maybe that is part of the pattern...Monkey likes to eat...
- Here on page 2 and 3 I see Monkey eating a banana and a hot dog. The pattern might be Monkey likes to eat bananas Monkey likes to eat hot dogs.
- Readers, do you see how I am not using the words, right now to read this story. It’s a lot like our reading of emergent story books...we used the pictures, didn’t we?
- Now, on page 4 and 5 I see Monkey eating ice cream and eating milk...wait...do we eat milk? That sounds strange...we DRINK milk...and really...I see Monkey’s tongue here in the picture...so maybe Monkey is licking not eating the ice cream...I will have to pay attention to the words. This might be a place where the pattern changes a little...

### Active Engagement
- “Now, I’m going to show you pages 6 and 7. Think for a minute...what possibilities might there be for this pattern book. Notice and name the pictures and talk to your partner. How do you think the pattern is going to go?
- Listen in and coach, carry book to push thinking.

### Link
- Readers, I am going to read, now, *Monkey Eats Worms*. Pay attention to the pictures and the words as I point under the words as I read. Let’s see if the pattern changes as we thought it might.
- Read. React with a, “Aha, the pattern did change!” When you get to page 5 and 6.
- Talk about how you are surprised that the pattern didn’t change on page 4.
### Reading Unit of Study

**Kindergarten – Readers Read Pattern Books, Unit 3**

| **Mid-Workshop Teaching Point** | • **Readers, I really see you thinking as you are reading your pattern books. You have them at the top of your pile, and you are going through all the pictures, thinking about what would make sense in the pattern. Evan was making sure what he said matched the letter sound in his pattern book...this way he is checking pictures and the way words look to help it make sense.” |
| **Partnerships** | • Readers take turns reading partner books.  
• Readers use flagged books to talk about changes or repetition in the pattern books. |
| **After-the-Workshop Share** | • **Readers, remember yesterday, we were reading Picnic during the mini-lesson. We only read pages 1-6. Today I want to finish this book, but first I want you to think about the pictures and what the pattern might do based on what we see. I will read pages 1-6, they are not covered. But when we get to page 7, you will see I have covered the words...I’ve covered the words again so you will talk with your partner about the pictures.**  
• Read and point to words on pages 1-6.  
• Stop at page 7 and let partners talk about a pattern change. Ask, what they see in the picture? How might the pattern change?  
• Have readers look at the picture on page 8.  
• Have them talk with their partner about a possible pattern change, again.  
• **Readers, even though pattern books mostly hold onto the same words throughout their pages...they do change, we have to watch for changes! Many times, pattern books will change on the last page, like we just saw in Picnic...sometimes they are even a surprise ending...it was surprising when Monkey was holding the worm and it was a surprise that Dog and Mouse made a picnic. We’ll have to look for those endings as we continue to read our pattern books.** |

- Talk about the final page and its surprise ending...“I wasn’t expecting THAT!” Monkey is trying to make us laugh, isn’t he?  
- Readers, today, if you notice a change in your pattern book, will you please use a post-it to flag that book. Just place it right on the front cover. That way you can remember to show that text to your partner during partnerships.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers read using patterns in books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers listen to the way their books sound and ask, “Is there repeat?”, “Is there rhyme?”, “Is there rhythm?”, by pointing under the words one at a time.</td>
</tr>
</tbody>
</table>

Materials

- Pattern books with rhyme and rhythm (books that could be sung are good for this), either previously read or new for Active Engagement
- This session uses, Smarty Pants, by Joy Cowley and The Jigaree by Joy Cowley

Tips

- It is possible that many of your readers are unaware of rhyme or rhythm as literary terms. This is not a vocabulary lesson. Use the literary language naturally as you show books that show these elements.
- Shared reading is another place to use and point out literary language and elements of the genre and choose selections that contain repeat, rhyme, and rhythm.
- Consider poetry and song books to support this lesson.

Connection

- Readers, so far, as we have studied our pattern books, we have noticed that pattern books repeat. They either repeat words or entire sentences, don’t they?
- Today I want to teach you that besides repeating, pattern books also may have rhyme or rhythm and as readers, we pay attention to see if they rhyme or have rhythm as we read and point under the words one at a time. Rhyme is when words sound the same and rhythm is when the words put together sound like a song...they have a beat that you can clap.

Teach

- Watch me as I read some new pattern books and some that we have already read. I’m going to think out loud about whether my books have rhythm or rhyme...we already know they repeat, right. Ok...here I go...watch me...I need to make sure I point under the words as I read...and listen for rhyme, words that sound the same or rhythm, words when read together sound like I could sing them...I read, Monkey Eats Worms, yesterday...let me read part of it again and think about rhyme or rhythm.
- Read a few pages of the book with rhythm, like The Jigaree...read it with rhythm and make it sound song-like. Talk/think out loud about how the words are song-like and make you want to sing them. You could also tap your leg showing the beat as you read.
- Read another pattern book, pointing under each word, containing rhyme. Stress the words that rhyme as you read. Think and talk out loud, “these two words sound the same...they rhyme...I hear these words sounding the same”.
- Readers, did you hear how in the first book I read, The Jigaree, I could clap on my lap and almost sing the words. Many of our shared reading poems and songs have rhythm...when I read text that has rhythm I need to change my voice to sound like a song as I read.
- Did you also hear how in the book, Smarty Pants, I could hear words that sounded the same? These two words and these two words rhymed. It happens every time I turn the page. I read the first page and I realize that it rhymes with the next page.

Active Engagement

- Now, I’m going to read a little of each book I have, here on my lap. I want you to listen for rhyme and rhythm. If you think my voice sounds song-like, then I want you to try and tap out the rhythm on your legs like this.
## Reading Unit of Study

### Kindergarten – Readers Read Pattern Books, Unit 3

- If you hear rhyme in my reading, I want you to hold up two fingers, like this, showing me that two or more words sound the same to you.
- Read a few pages from each kind of pattern book to give readers the chance to tap or hold up fingers.

### Link

- Readers, this can be tricky work…but as you are reading today, you might hear rhythm and feel like tapping your leg as you read. That will tell me that you have found a pattern book that you can tap the rhythm to. You might also find a pattern book that has rhyme. If you find a pattern book with rhyme, you might flag it with a post-it. I’ll watch for you doing this work and work with you as you are reading to help find pattern books with rhythm and rhyme. Don’t forget to point under each word as you read and make sure your voice is matching the word you are pointing to.

### Mid Workshop Teaching

- Share books that readers have flagged or readers who have been observed tapping. Even if you coached it in a conference, readers will appreciate being noticed for working within the minilesson work.

### Partnerships

- Share your flagged books with rhyme and share your tapping and rhythm books with each other.

### After-the-Workshop Share

- If possible, share a couple examples of readers who found rhythm and rhyme.
- Or…read additional pattern books and have readers listen for rhythm and rhyme and gesture to show they hear it.
Reading Unit of Study
Kindergarten – Readers Read Pattern Books, Unit 3
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers read using pattern books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers make predictions about what will come next by thinking about the way the pattern is going from page to page.</td>
</tr>
</tbody>
</table>

**Materials**
- Pattern book to use for Teach/Active Engagement that has a predictable pattern. Cover or conceal pages, by folding back pages that you will use for think aloud so that readers will listen to your prediction thinking without knowing the outcome and do their own thinking during the active engagement. The Chase, level C, by Phyllis Root was used as an example in this session.
- Pattern of class daily schedule in pocket chart or written on chart for class to view.

**Tips**
- Remember to continue to build partnership behaviors and if needed use minilesson, small groups, or partner conferences to focus attention on expectations for partnerships. Look to Speaking and Listening Standards in the Common Core and previous partnership objectives to lift level of talk and minutes sustained.
- Remind readers by using mid workshop teaching of the growing minutes of reading chart, if you are still working to grow 30 minutes of reading. Quantity of books per reader and your coaching/conferring and mid workshop teaching will influence minutes sustained.
- An option for accountability could be to do partnerships first.

**Connection**
- Readers, you already know that our day here in school is a pattern, don’t you. Look at our schedule...When you come in each day we ___ and then we move to XXX and many of you already know what’s going to come next, it’s ___. You are able to predict the steps of our day, because we have created a pattern for the way we do things, right?
- We know that each day ___ repeats and after that ___ repeats. Of course, some days our pattern changes, doesn’t it...when we have art or gym class.
- Just like you are able to predict what will come next in our day...readers of pattern books can predict what will come next based on the pattern. You can make a guess about what the next page will say, because you know the pattern and the pattern will repeat.
- Today I want to teach you that readers make predictions about what will come next by thinking about the way the pattern is going from page to page.

**Teach**
- Let’s look at this pattern book here, The Chase, by Phyllis Root. I see a cat on the cover and it seems to me that all these other animals are trying to get away, see the little dashes in the pictures...that shows that they are moving. So, I’m predicting that this pattern book is going to be how Tabby (that’s the name of the cat) chases the mouse the butterfly and the frog and they run away.
- Now, I’m going to read, with my finger pointing under the words, with my prediction in mind. (tap head) I’m going to read thinking about what I already think this book is going to be about. I’ve predicted the pattern or guessed the way it might go.
- I’m also going to check each picture before I read...watch me
- Talk about the picture of page 1. Read page 1. Talk about the picture on page 2 and read page 2.
- Readers, my prediction was right, wasn’t it? The words said Tabby chases a mouse and then they said...
### Reading Unit of Study

#### Kindergarten – Readers Read Pattern Books, Unit 3

<table>
<thead>
<tr>
<th><strong>The mouse runs away. Let me think for a minute...I’m predicting the next page (should be concealed or covered)...I think it’s going to say Tabby chases a ...well...if I think about the cover...it could say butterfly or frog...let’s turn and see...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>● Read page 3.</strong></td>
</tr>
<tr>
<td><strong>● Now, I’m predicting that page 4 will say “The butterfly runs away”. Let’s turn the page and see...</strong></td>
</tr>
<tr>
<td><strong>● Pointing under words read “The butterfly runs...wait a minute...that’s not r-r-r runs...that starts with an F...The butterfly f-l-s flies away.</strong></td>
</tr>
<tr>
<td><strong>● Readers, my pattern was almost the same, wasn’t it...but it was just a little different...and it makes sense because butterflies don’t run, do they? They fly. So, I made sure that even though I thought it would say The butterfly runs away in my prediction of what would come next, I still had to think about the words and say what was on the page. FLIES not RUNS.</strong></td>
</tr>
<tr>
<td><strong>● Next pages should be covered or concealed</strong></td>
</tr>
<tr>
<td><strong>Active Engagement</strong></td>
</tr>
<tr>
<td><strong>● “Readers, now it is your turn to make some predictions. What do you think the words are going to say next based on our pattern? Think about what Tabby is doing and how the story is going...many words have repeated but there was a tiny change in the pattern...</strong></td>
</tr>
<tr>
<td><strong>● Think about the cover and my prediction...what might the next page say to stay with the pattern?</strong></td>
</tr>
<tr>
<td><strong>● Turn and make a prediction with your partner.</strong></td>
</tr>
<tr>
<td><strong>● Readers I heard Barry say that the next page was going to say Tabby chases a frog. He said that because he said it was the last animal from the cover. Let’s see what is says...Read, pointing...OK...his prediction matched the pattern...now think about what’s going to happen...Think about the pattern and the rhythm in this book...Reread a couple pages...Tabby chases a butterfly. The butterfly flies away. Tabby chases a frog. The...</strong></td>
</tr>
<tr>
<td><strong>● Turn and predict the pattern.</strong></td>
</tr>
<tr>
<td><strong>● Share some of the ideas you hear with class and read next page.</strong></td>
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<tr>
<td><strong>Link</strong></td>
</tr>
<tr>
<td><strong>● Readers, you were predicting the way the story would go. You were thinking about the pattern and then making a guess based on that thinking. You were saying to yourself, well the pattern is that Tabby chases a mouse and then the mouse runs away...so he must chase a butterfly and a frog and they fly and hop away, too.</strong></td>
</tr>
<tr>
<td><strong>● Today I want you to try and predict what you think is going to happen from page to page by using the cover and the pattern to think about what will come next. It is the same kind of thinking we do when we predict what will come next in our day...you can make these kind of predictions or guesses in pattern books, too. Read lots! Because we will share our reading with partners after we read to ourselves.</strong></td>
</tr>
<tr>
<td><strong>Mid-Workshop Teaching Point</strong></td>
</tr>
<tr>
<td><strong>● Use interruptions to teach or coach needed management, procedures, and reading process work as you observe the needs of your class.</strong></td>
</tr>
<tr>
<td><strong>● Or share the work or behaviors of a readers putting workshop expectations altogether.</strong></td>
</tr>
<tr>
<td><strong>Partnerships</strong></td>
</tr>
<tr>
<td><strong>● Readers, please share your pattern books by taking time to read and talk about what you are noticing about the way your books go. Partners can help each other, notice the way the pattern goes, so please remember to focus on one book at a time so that you are both thinking about one book together.</strong></td>
</tr>
<tr>
<td><strong>After-the-Workshop Share</strong></td>
</tr>
<tr>
<td><strong>● Let’s look at the ending of this book...it says Tabby chases a flower...now...can a cat really chase a flower? I’m already predicting that the last page is going to be a funny surprise...because I’m picturing in my imagination what might happen if a cat chases a flower in a flower pot...</strong></td>
</tr>
<tr>
<td><strong>● Let’s turn and see... Read last page.</strong></td>
</tr>
<tr>
<td><strong>● Readers that was a funny surprising ending wasn’t it? We know many of our pattern books end in funny or surprising ways. Now, that I think about it...that flower pot was on the cover and on other pages, wasn’t it...I really didn’t think about the flower pot...I thought that the flower pot was just there to look pretty, but really, it became part of the story. That just shows us how we can really look carefully at our pictures and say what we see...because they tell us what words we will see in our pattern books.</strong></td>
</tr>
</tbody>
</table>
Reading Unit of Study
Kindergarten – Readers Read Pattern Books, Unit 3
Lesson Plan

Session 7

Concept
Readers use the patterns in pattern books to help solve unknown parts of the book.

Teaching Point
Readers solve the last page by spending extra time to use the picture and think about what the book is mostly about.

Materials
- Stack of previously used pattern books from mini-lesson with surprise/twist/change of pattern on final pages. The book Monkey Eats Worms by David Martin was used in early sessions and used as an example.
- Unseen pattern book with surprise ending. Cover the last word on the page. Play Ball! By David Martin, is used as an example in this session.
- Chart paper for possible chart opportunity for Teaching Share: Readers Solve Tricky Parts of Pattern Books by … (For example see resource packet)

Tips
- Many pattern books will have a surprise/twist/change of pattern on the final page. Work with readers in small groups if needed to help them spend extra time to think about how those final pages might go. This is important work, requiring readers to use meaning to help solve unknown parts.

Connection
- Readers, yesterday during our share time, we looked at and read the final pages of The Chase, with Tabby the cat. It was funny and surprising to see a cat chasing a flower! The last page was really a tricky part because the words did not match the pattern, at all.
- Today I want to teach you that readers solve those tricky last pages by using the picture and thinking about what the book is mostly about.

Teach
- Here on my lap, I have a stack of pattern books that we have used over the last week. When I went back to look at them for this lesson, I saw that every one of them had a tricky last page! That means that the books you are reading; too, probably have tricky last pages that don’t match the rest the pattern.
- For example, look at Monkey Eats Worms. Remember the pattern, (Reading), Monkey likes to eat ice cream, Monkey likes to drink milk, Monkey likes to eat worms…then on the last page we only see one word…
- As a reader, I have to stop and say “wait, there is only one word here, what might it be…let me think about this picture…I see Monkey…he is saying something different than MMM good…and he’s not eating the worm he’s just holding him…On the rest of the pages Monkey was actually eating or drinking or licking…I don’t think Monkey is actually going to eat the worm, right? If I look at that first letter YYYYY-Yucky…
- Readers, do you see how I had to spend extra time to really look at the picture and think about the rest the book.

Active Engagement
- Now I want you to try this work with a new book I’ve saved for you. It is called Play Ball by David Martin. I will read the book, pointing to each word, but I’m going to leave the final page for you to solve.
- Think aloud about the cover, title and make predictions as to what the pattern might be…read pointing to each word. Stop before reading the last page.
- Readers, I’m going to turn to the final page. (WORD IS COVERED) I will tell you that it is a bit of a surprise. AND…the last page only has one word at the bottom, just like Monkey Eats Worms. . I want you to think
about the story, look at the picture, and talk with your partner about what that one word might be.

- Listen in and coach. Talk about the picture and what the story is about with partners
- Readers, I am going to uncover just two letters in this word for you... what are you thinking now... the word begins with CR-CR- What are you thinking about this story? What could this tricky part say? Turn and talk to your partner.
- Readers, I heard many of you saying even from the beginning that this one word is CRASH! (uncover). You were thinking it was crash because you were thinking about dad kicking the ball and you were thinking about the picture of the broken window. We also looked at the letters and matched our voice to what we saw... you can do that too, to help yourself.

Link

- Today, if you read a pattern book with a tricky or surprising ending, will you please put a post-it note on it. (Demonstrate) That way during partnerships you can share those tricky endings with your partner. They may be so tricky that you don’t even know what they say, even after spending extra time to look at the picture and think about the book. But your partner and you together, might be able to solve them by doing this same work together.

Mid-Workshop Teaching Point

- Readers I want to tell you about the thinking work and solving work that Evan has done... please stop a moment to look this way...

Partnerships

- Readers, today, please share those pattern books with tricky endings. If you were not able to solve parts, see if your partner can help you. You might find yourself laughing at the way some of these stories end if you are really thinking about what they are mostly about. Although it is sad that dad kicked the ball and broke a window... it is a little bit funny and surprising... we wouldn’t expect a dad to kick a ball and break a window, would we?

After-the-Workshop Share

- Readers, we have learned so many strategies or ways for us to be readers on our own inside our pattern books. Will you turn to your partner and talk to them about what you do when you find a tricky part, maybe a change in pattern, or a tricky ending... what do you do as a reader, to read all on your own and solve those parts you don’t know.
- Listen in. You may want to chart a few different responses you hear, quickly and list what you heard readers saying for the group.

Chart: Readers Solve Tricky Parts of Pattern Books by...

- Looking at picture
- Thinking about pattern
- Looking at letters
# Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>Concept</th>
<th>Teaching Point</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>Readers use the patterns in pattern books to help solve unknown parts of the book.</td>
<td>Readers figure out what the whole book is about by saying, “This book is about…” while thinking about the pattern and ending of the book.</td>
</tr>
</tbody>
</table>

## Materials

- Pattern books used from session 7. Cover the word on the last page of new book. *Monkey Eats Worms* by David Martin and *Play Ball!* By David Martin were used as examples for this session.
- Chart paper for possible chart opportunity for Teaching Share: Readers Solve Tricky Parts of Pattern Books by . . . (See resource material packet)

## Tips

- It is common for kindergarteners to respond to THIS BOOK IS ABOUT...by only thinking about one part of the book (the 1st pages read or the last pages read). The share aims to push readers to see that taking the time to think about all the parts is needed.
- It may be tricky for students to want to read books to each other in partnership as opposed to tell each other what the book is about, lots of reminders
- An option for the active engagement is to have it as a guided practice- instead of research.

## Connection

- Readers, yesterday we really focused our time and energy on those tricky endings in our pattern books. Today I want us to still think about those tricky endings to help us say what our books are about. We are going to have to use the ending and the pattern together and say “This book is about…”
- That’s what I want to teach you today. Readers figure out what the whole book is about, by saying, “This book is about…” while thinking about the pattern and ending of the book.

## Teach

- I have two books here that we have read and used recently. *Monkey Eats Worms* and *Play Ball*. I want you to watch me and listen as I share my thinking with you on what I think each of these books is about. I’m going to use the words “THIS BOOK IS ABOUT”, so listen for me to say that.
- Also listen and watch for how I use the pattern and the ending to tell you what each book is about.
- Demonstrate by reading and thinking about the title, flipping through pages while thinking out loud how you pick up what the pattern is telling you and weave in the ending to say what *Monkey Eats Worms* is about. Use the words “THIS BOOK IS ABOUT…”
- Readers, did you see how I reread a part of the book, and I was thinking out loud about the pattern. I also thought about the ending to make sure that was part of my thinking. And once I had done all of that rereading, flipping of pages, and thinking, I said “THIS BOOK IS ABOUT A MONKEY WHO LIKES TO EAT ALL KINDS OF THINGS BUT NOT WORMS. HE THINKS WORMS ARE YUCKY.”

## Active Engagement

- Now, I want you to watch me, really watch and listen, because I’m going to ask you to tell your partner what you saw me doing in order to figure out what this book, *Play Ball*, is about. Watch for what I do with the pages, the words and the listen for what I say.
- Repeat demonstration, exaggerate or slow down flipping pages and rereading to think about the pattern, slow down thinking to weave in ending., reread, rethink, tap head, pause, show thinking in action. Use the words, THIS BOOK IS ABOUT... and state what the book is about. Make sure to include the ending.
- Readers, will you please turn and tell your partner what you saw me doing and what you heard me
Reading Unit of Study
Kindergarten – Readers Read Pattern Books, Unit 3

<table>
<thead>
<tr>
<th>saying to figure out what <strong>Play Ball</strong> is about?</th>
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<tbody>
<tr>
<td>• Listen in/Coach</td>
</tr>
<tr>
<td>• Readers heard this partnership saying they saw me... and I heard this partnership say they heard me...</td>
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<th>Link</th>
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<tr>
<td>• Readers, you watched as I thought about what my book was about. You noticed that I did a lot of thinking starting with the cover, and the pattern. You noticed that I reminded myself, not to forget to think about the ending. Many of you heard me say THIS BOOK IS ABOUT. Say that with me, (Chorus) THIS BOOK IS ABOUT.</td>
</tr>
<tr>
<td>• Yes, that is the phrase I want you to practice today. I will ask you what you think your books are about during our conference time and I want you to show me how you figure that out by using the pattern and the ending to say what your book is about.</td>
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<th>Mid-Workshop Teaching Point</th>
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<tr>
<td>• Share examples of readers’ thoughts connected to THIS BOOK IS ABOUT...</td>
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<tr>
<td>• Could also remind readers to use newly made anchor chart- Readers Solve Tricky Parts of Pattern Books by . . .</td>
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<tr>
<th>Partnerships</th>
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<tr>
<td>• Readers, today, will you please practice telling your partner what each of your pattern books is about. Use the phrase, THIS BOOK IS ABOUT... and take turns telling each other what your books are about. You can also read them to each other, looking at one book at a time.</td>
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<tr>
<th>After-the-Workshop Share</th>
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<tr>
<td>• Readers, it can be tricky to say what a book is about. I have this book titled <strong>Fruit Trees</strong>, by Patricia Cousin. I’m already thinking about the title. Fruit Trees. And I’m predicting that THIS BOOK IS ABOUT fruit trees. But let me read it and see. I’m going to ask you to tell your partner what this book is about. So watch and listen.</td>
</tr>
<tr>
<td>• Read book all the way through.</td>
</tr>
<tr>
<td>• Readers, turn and talk to your partner.</td>
</tr>
<tr>
<td>• Readers, sometimes, I hear readers saying that their books are about the very first thing they read, like “an apple tree” or they say their book is about the very last thing they read, like, “a mango tree” and they don’t take the time to think about all the parts in the middle and how they are connected. This book is about <strong>Fruit trees, different kinds of fruit trees, isn’t it?</strong> This is an informational book. It teaches us about different kinds of fruit trees.</td>
</tr>
<tr>
<td>• Make sure you take the time to think about the first pages, the middle pages and the last pages, before you say what your book is about.</td>
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Lesson Plan

**Session** 9

**Concept** Readers use the patterns in pattern books to help solve unknown parts of the book.

**Teaching Point** Readers solve unknown words in pattern books by thinking about the pattern and saying first letter sounds.

**Materials**
- Chart: Readers Solve Tricky Parts of Pattern Books by . . . (For example see resource packet)
- Pattern book that has vocabulary that may be difficult for students to determine just by the picture. Cover the tricky words for teach portion to support using initial letter. I like by Jillian Cutting Level B is used as an example in this session.

**Tips**
- Reminder to be weaving in routines and procedures. A good routine to revisit or teach is how to use a post-it as a flag.

**Connection**
- Readers yesterday when I was having a partner conference with Ellie and Lanie I heard Ellie share that she did not know the word on her page and she had looked at the picture forever. Lanie shared that she didn’t know the word either. So today I want to teach you an additional strategy for helping you solve those parts you don’t know.
- Today I want to teach you that although we might first check the picture, if that doesn’t help... readers solve unknown words in pattern books by thinking about the pattern and saying first letter sounds.

**Teach**
- Watch me as I think and say more about the book, I like, by Jillian Cutting. I have put post-its over parts that have been tricky for readers in the past. Even when they use the picture, they aren’t really sure what the word is. So I want to show you and talk about how readers use the pattern and the first letters to help them solve words, too. Let me try that now.
- Cover the word SHAKES and on page 4 and SPINACH on page 8 Read text making sure to stop on page 4 and page 8 to look at the picture making all kinds of guesses based on what’s drawn. DO NOT USE THE CORRECT WORD.
- “Gosh here on page 4, what are these...well it looks like a soda, or pop, it has a straw...let me try that (only show first letter) I LIKE POP...wait it can’t be POP. This word has an S. It says SSSS...let me try my other idea (show second letter) I LIKE SODA...wait...I know SH says SHHH, like the quiet signal people use at times. So it can’t be SODA. Let me look at the rest of the word and think about this pattern. The boy is saying all kinds of foods he likes, so this has to be something kids like that comes in a fancy tall glass with a straw...let me think I LIKE SHHHHAKES.” Yes that makes sense with the pattern and it looks right when I think about the letter sounds. I LIKE SHAKES.
- Continue to read until page 8.
- Readers, did you see how the picture was not so clear to me. I really didn’t know what the picture was showing me. I thought it might be pop, or soda at first. I had to use the letters in the word and the sounds the letters make to figure out the word.

**Active Engagement**
- Readers we are going to try this together. I want you to help me with part of page 8. I have all the words covered. Just look at the picture. What do you think we are going to see in the words...?
- Let readers just whisper out to you multiple ideas, What else could it be?
- Let’s look at the first few words.(uncover 3 words) It says, I DON’T LIKE., huh, let’s think about this pattern,
## Reading Unit of Study

### Kindergarten – Readers Read Pattern Books, Unit 3

<table>
<thead>
<tr>
<th>the boy is telling us all the foods he likes, and now the pattern has changed to say I DON’t LIKE...now we have to think about that, WHAT DON’t BOYS like that looks like this. I heard some of you say salad, some say lettuce, some said vegetables, some said broccoli...Huh? WE NEED TO CHECK THE LETTERS, NOW!</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remove the post-it to show first two letters.</td>
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<tr>
<td>• HUH? S_P says SP. Let’s think about that... I DON’T LIKE SP...</td>
</tr>
<tr>
<td>• What are you thinking, what else could this word be now that we know some of the letters? Allow whispers out to you.</td>
</tr>
<tr>
<td>• Oh I heard someone say spaghetti and I heard someone say spinach...let’s look at the rest of the letters and read it. I DON’T LIKE SP_IN_ACH SPINACH. I DON’T LIKE SPINACH. Now it matches the picture and the letters in the text.</td>
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<tr>
<td>• “Today as you go off to read you can push yourself, to try those letter sounds, if you are stuck and the picture is not helping you. Remind yourself to think about the pattern. If you solve a tricky word today, using the letter sounds, will you please put a post-it note on that page, showing me and your partner you did that letter sound and pattern thinking work?</td>
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<tr>
<th>Mid-Workshop Teaching Point</th>
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<tr>
<td>• Use the time to showcase books flagged by readers or to influence positive behaviors as needed based on your observations.</td>
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<tr>
<th>Partnerships</th>
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<tr>
<td>• Partners, I’m hoping you have flagged books to share with your partners. You can read them to each other and talk about the parts you solved by thinking about the pattern and the first letter sounds.</td>
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<tr>
<th>After-the-Workshop Share</th>
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<tr>
<td>• Review anchor chart, and idea about cross checking strategies that helps readers see that readers solve unknown words in pattern books by thinking about the pattern and saying first letter sounds.</td>
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### Sample Chart

Please note: All charts should be co-constructed with students. Use icons where needed.

### Readers Solve Tricky Parts of Pattern Books by...

- Looking at picture
- Thinking about pattern
- Looking at letters
- Using 1st letter sounds
## Reading Unit of Study

### Kindergarten – Readers Read Pattern Books, Unit 3

### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>10</th>
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<tbody>
<tr>
<td><strong>Concept</strong></td>
<td>Readers use the patterns in pattern books to help solve unknown parts of the book.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Readers check a word they solved by asking, “Would that make sense here?”, “Would that sound right in this book?”, “Does it look right?”</td>
</tr>
</tbody>
</table>

### Materials

- **Anchor Chart:** Readers Solve Tricky Parts of Pattern Books by . . . (See resource material packet)
- **New pattern book.** Cover any text you plan to use for teaching until you are ready to uncover it. The book *We Ski* by Katherine Gracestone was used as an example in this session.

### Tips

- The teach has more words here, supporting the efforts of novice teachers in the teaching of reading. It is not necessary to say this lesson as it is written, just as with any other lesson. You may use a different/favorite book and examples to show or demonstrate the teaching point.
- Integrating the three cueing sources are taught in this session. If your students need more experience with using these cues you may want to teach each cue source over several sessions. Integrating the cue sources should also be taught within the balanced literacy program.

### Connection

- Readers, yesterday we were really working hard to solve tricky words by thinking about the pattern in our book and using the first letter sounds.
- Today I want to teach you that readers check a word they solved by asking, “Would that make sense here?”, “Would that sound right in this book?”, “Does it look right?”.

### Teach

- **Watch me as I show you.** I am going to be myself when I was a kindergarten reader. I have the book *We Ski* by Katherine Gracestone. I’m going to think about the cover picture a minute and think about the pattern as I look at the pictures...Oh I see children putting their coats on here on page 3...The pattern might be “I put on my coat.” Let’s look at the first letter to the first word...I see a “W” here, Sounding like w-w-w...I said “I” but would “I” look right if there is a “W” here...NO! Let’s look at the next letter...oh it’s an “e” W-e . So this word is not “I”. It is the word “We”. So now I need to change my thinking about this pattern. I think it is going to say “We put on our coats”.
- **Would that make sense here?** YES. “Would it sound right in this book?” YES.
- Let’s look at more of the sentence...(Remove cover until jackets) Read and point under words.
- I just have one word left to solve. I think it’s “coats” that would make sense and fit in this book...let’s see if it looks right.
- Uncover first letter...I see a “j” here. “j” says, “j” ....now I’m thinking that coats would not look right. I need a word that sounds like “j”...let me think and look at the rest of the word.
- **OH...Jackets.** We put on our jackets. Does that make sense? Yes. Does that sound right? Yes. Does that look right?" Yes.
- Readers, did you hear how I asked myself those three questions before I turn the page? If I solve a word, I need to check and see if it makes sense, if it would fit in the book and if it looks right.

### Active Engagement

- Readers, now I want you to watch me once more. I will stop and ask you what I need to do. I’m going to be reading along and then I might get stuck...I’m going to try to ask myself those three questions...but you might have to help me.
**Reading Unit of Study**

**Kindergarten – Readers Read Pattern Books, Unit 3**

- Read pages 4-9 without trouble.
- Stop at page 10, Talk about what you see in the picture... “I see the girl is so happy!...This page might say, “we put on our happy faces” remove post-its as you move to each word. Stop before last word and say “, it looks like they are putting on their happy faces...I’m not sure?” What should I do?
- Readers, turn and tell your partner what I might ask myself as a reader, I’m not sure about this word and I want to solve it all by myself.
- I heard Jeremy say I should ask if that makes sense or if it fits the pattern...he said he didn’t think it did because the pattern is about the children putting on all their clothes, OK...if happy faces doesn’t make sense and it doesn’t fit the pattern....I’ll try gloves...they are holding up gloves...Talk to your partner...what should I ask myself?
- Sue said that I should ask if it makes sense or fits. Well I think it does...and then Mark said why don’t you just look at the word and see....Yes I need to see if it looks right.
- Remove cover from “mittens”...Oh no...I said “GGGLoves” and this has a “M” MMM. It can’t be gloves...
- Readers, do you see how you are helping me ask whether my guess makes sense, fits the book and looks right? This is what word solvers do.

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<th>Link</th>
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<tbody>
<tr>
<td>Readers, you were right, the word is mittens. We put on our mittens. That makes sense, fits and looks right. As you are reading today...ask yourself those same questions if you find that you are working on a word you do not know.</td>
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<tr>
<th>Mid-Workshop Teaching Point</th>
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<tr>
<td>Raise your hand if you have asked yourself if your word solving has made sense, fits and looks right Great! Keep solving! I will set our reading timer for 10 more minutes so that those that didn’t raise their hand , might have an opportunity to try it, still.</td>
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<tr>
<th>Partnerships</th>
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<tr>
<td>Readers, today, when you meet with your partner, really listen to them read. If something doesn’t make sense to you or it doesn’t seem to fit or it doesn’t look right...ask your partner to go back and think about the word they read.</td>
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<tr>
<th>After-the-Workshop Share</th>
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<tr>
<td>Add the three questions to your Readers Solve Tricky Parts of Pattern Books chart and remind readers they can always look to the charts in the room to help them during reading workshop.</td>
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**Chart:** Readers Solve Tricky Parts of Pattern Books by...

- Looking at picture
- Thinking about pattern
- Looking at letters
- Using pattern and 1st letter sounds
- Asking, “Would that make sense here? Sound right? Look right?”
# Reading Unit of Study
## Kindergarten – Readers Read Pattern Books, Unit 3
### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>11</th>
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<table>
<thead>
<tr>
<th>Concept</th>
<th>Readers use the patterns in pattern books to help solve unknown parts of the book.</th>
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<tr>
<th>Teaching Point</th>
<th>Readers stuck on a word get unstuck by going back a page or two to reread and rethink.</th>
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</table>

### Materials

- Anchor Chart: Readers Solve Tricky Parts of Pattern Books by . . . (See resource material packet)
- Unfamiliar pattern book to demonstrate rereading at point of difficulty. *The book, The Long, Long Tail* by Joy Cowley was used as an example in this session.

### Tips

- Shared reading can still be a valuable part of your day either whole class or in small groups depending on reading strategy needs and levels of readers. Sometimes, one mini-lesson is all that is needed, but other times, lots of teaching and practice is needed to take on strategies independent of teacher prompting and coaching. This concept, “solving unknown parts” will most likely require lots of time and practice for some.

### Connection

- Readers, we have been learning lots of ways readers can get themselves unstuck when they get to parts they don’t know.
- Readers can’t just sit there and do nothing…they must try something, even a few things to get themselves unstuck.
- Today I want to teach you that when readers get stuck on a word they get unstuck by going back a page or two to reread and rethink.

### Teach

- Readers, watch as I read from this big book titled, *The Long, Long Tail*, by Joy Cowley. I’m going to pretend to be my kindergarten self, reading…watch how I reread a few pages to get myself unstuck. Even if you know my tricky part, please keep it to yourself. Your job is to watch how I solve my problem. Watch me and what I do.
- Think aloud a few seconds about possible pattern based on the cover, Then begin to read pointing under each word.
- Stop on Page 6 after reading the first sentence...”Wait a minute here...There is another sentence on this page...I’m not sure what it says…I think I’ll go back and reread that last page to see if that helps me... (reread page 5 and beginning of 6) Oh...I think it just starts the pattern again…
- Read page 6 stop on page 7 before the word LEDGE.
- Huh? Don’t know this word, I think I will reread and think about the picture and the letters and what would make sense...rereading will help me get a running start.
- Readers, did you see how I used rereading two times in the *Long Long Tail*?
- I want you to try this today in your own reading if you become stuck. You can still try the picture and the letters but sometimes rereading will give you a little running start and you will see that you are unstuck.

### Active Engagement

- Let’s add this new strategy to our chart: Readers Solve Tricky Parts of Pattern Books by . . .
- Turn and tell your partner what you saw me doing while I was reading my book today to get unstuck. As you are talking I’ll add this new strategy.

### Link

- Readers, today when you are reading, if you find that you are stuck, try rereading, try looking at the picture, try thinking about the pattern, try looking at the first letter sounds and try rereading again. The work that we are practicing is the work of NOT GIVING UP! Readers are brave and try lots of ways to figure out parts.
## Reading Unit of Study

### Kindergarten – Readers Read Pattern Books, Unit 3

<table>
<thead>
<tr>
<th></th>
<th>they don’t know.</th>
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<tbody>
<tr>
<td></td>
<td>• Readers, you can use a post-it today. If you use rereading to solve a tricky word or part, place a post-it on that page and then you can share that work with your partner.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th>• I saw Ellie using the chart as she was pointing to a tricky part in her book today. Our charts can really remind us of all we are learning and remind us what to try.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships</td>
<td>• Partners share their flagged pages and roll through their partnership procedure with multiple pattern books as teachers confer with partners or meet with small groups.</td>
</tr>
</tbody>
</table>

| After-the-Workshop Share   | • Readers, I didn’t finish reading *The Long, Long Tail*. Let’s reread it from the beginning and see if there are any other places where rereading is needed to problem solve or figure out a tricky spot. |
|                            | • Could act confused by last page, ask readers to think about something you could try…you don’t want to know the word…but behaviors you should use to figure out your tricky part. |

<table>
<thead>
<tr>
<th>Chart: Readers Solve Tricky Parts of Pattern Books by...</th>
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<tbody>
<tr>
<td>• Looking at picture</td>
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<td>• Thinking about pattern</td>
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</tr>
<tr>
<td>• Looking at letters</td>
<td></td>
</tr>
<tr>
<td>• Using pattern and 1st letter sounds</td>
<td></td>
</tr>
<tr>
<td>• Asking, “Would that make sense here? Sound right? Look right?”</td>
<td></td>
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<tr>
<td>• Rereading a page or two</td>
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## Reading Unit of Study
### Kindergarten – Readers Read Pattern Books, Unit 3

#### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>12</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Readers use the patterns in pattern books to help solve unknown parts of the book.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers spend more time on a page when stuck by pointing to pictures, and asking, “What’s going on here?”</td>
</tr>
</tbody>
</table>

### Materials

- Anchor Chart: Readers Solve Tricky Parts of Pattern Books by ... (See resource materials packet)
- Pattern book that’s pages lends itself to thinking about what is happening on a page. Cover part of text on a page so readers will use picture and think and ask “What’s going on here?” The book, Meanies, by Joy Cowley was used as an example in this session.

### Tips
- Connection
  - Readers, sometimes, when we have a problem, a little extra thinking time is all we need to solve it. Instead of just rushing to say or do something, people who take extra thinking time, might pause, and well...think (tap head).
  - Today, I want to teach you that readers spend more time on a page when stuck by pointing to pictures, and Asking, “What’s going on here?”
  - This is how readers spend extra time thinking.

- Teach
  - I have this book called Meanies by Joy Cowley. If I use the picture on the cover, I’m noticing that these might be the Meanies. They look a mess...I know a little about this pattern book. I know that it asks a question on every page. I see the question mark here. But I want you to watch how I spend extra time pointing to the picture and thinking “what is going on here?” to help solve the rest of the pattern.
  - Read Pg. 2 “Where do meanies sleep?” “Well, let me think about that, what is going on here”...point and talk about the picture to help say words from the pattern, tap head to show thinking.
  - Then read rest of the pattern on page 2. Read page 3
  - Readers, did you see how pointing to the pictures and thinking a little more, I asked, “what is going on here” and it helped me solve this tricky part.

- Active Engagement
  - Now it’s your turn to try. I’m going to read the question on page 4. I have covered the text so you and your partner can talk about the pictures and think a bit before we solve the answer...
  - Read “Where do meanies wash?”
  - Ask readers to turn and talk about the pictures and ask, “What is going on here?”
  - Readers, let’s read this part now all together.
  - Choral read and point under words.
  - Readers, I heard many of you before we read, say that the meanies were washing in the dirt or the mud...you were noticing and asking, “What is going on here?”

- Link
  - Readers, today when you are reading, if you get stuck, try to think about what is going on, look and point at the pictures a little more than usual, spend more time...because if you do, you just might solve the tricky part.
  - You can continue to flag pages and books where you do extra thinking and solving work. I’ll be looking for those flags. They will tell me that you have been hard at work.
## Reading Unit of Study
### Kindergarten – Readers Read Pattern Books, Unit 3

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th>• Share readers who have been doing this problem solving work. Describe the process they have used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships</td>
<td>• Follow partnership procedure and share talk around solving tricky parts.</td>
</tr>
<tr>
<td>After-the-Workshop Share</td>
<td>• Readers, let’s continue to read and problem solve in <em>Meanies</em>.</td>
</tr>
<tr>
<td></td>
<td>• Remember when we left the Meanies they were washing in their mud puddles?</td>
</tr>
<tr>
<td></td>
<td>• Well, let’s reread that page to get a running start and then we’ll turn the page and see what else they are up to.</td>
</tr>
<tr>
<td></td>
<td>• Reread page 4-5</td>
</tr>
<tr>
<td></td>
<td>• Read question on page 6</td>
</tr>
<tr>
<td></td>
<td>• Readers, turn and talk about what you notice in the picture...take extra time to think about how this page fits into the part of the story we have already read.</td>
</tr>
<tr>
<td></td>
<td>• Coach readers as they talk. Encourage them to notice that “the mud puddle is the same....so they must be drinking...”</td>
</tr>
<tr>
<td></td>
<td>• Choral read the pattern on page 6.</td>
</tr>
<tr>
<td></td>
<td>• Readers, let’s add our strategy today, on our chart. READERS SOLVE TRICKY PARTS OF PATTERN BOOKS BY pointing to pictures, and Asking, “What’s going on here?”</td>
</tr>
</tbody>
</table>

**Chart:** Readers Solve Tricky Parts of Pattern Books by...

- Looking at picture
- Thinking about pattern
- Looking at letters
- Using pattern and 1st letter sounds
- Asking, “Would that make sense here? Sound right? Look right?”
- Rereading a page or two
- Pointing to pictures, and asking, “What’s going on here?”
## Reading Unit of Study

### Kindergarten – Readers Read Pattern Books, Unit 3

### Lesson Plan

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<td>Concept</td>
<td>Readers use the patterns in pattern books to help solve unknown parts of the book.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers use the words they know by thinking about what would sound right before or after the word we know.</td>
</tr>
</tbody>
</table>

### Materials

- Anchor Chart: Readers Solve Tricky Parts of Pattern Books by... (See resource materials packet)
- Two pattern books, one for teach and one for active engagement. The books, *At the Beach*, By Brenda Parkes, and *I Can Jump* by Joy Cowley were used as examples in this session.

### Tips

- Connection
- Readers, another strategy for solving parts of our pattern books we don’t know is to use the words we know. Sometimes a word we know already will come before or after that tricky part. We can use the words we know and think about what might make sense either before that known word or after that known word.
- I want to show you how readers use the words they know by thinking about what would sound right before or after the words we know.

### Teach

- I have the book titled, *At the Beach*, by Brenda Parkes. I’m predicting that it is going to tell me things at the beach. That’s what the cover has me thinking.
- I covered a couple words in here, so I could show you as my kindergarten reader, how I know some words already and I’m going to use them to solve some tricky words.
- I know this first word, it is “I”. The word I don’t know is right here and covered. But I know this word “a”...
- Now I need to think about this, “I _____ a bird”...I _____ a bird.
- I think the word “SEE” fits with the word “I” and “a”. Let me try that... “I see a bird” it does fit. Readers do you see how that strategy of using the words I already knew, helped me solve this word in the middle.
- Let’s look to see if I am right....Oh no! My words and letters don’t match, SEE is S-E-E...this is S-A-W...I have to use those words again and think about what would sound right here.
- How about “I SSS_aw a bird” that sounds right and it matches, too.
- Readers, do you see how I used the words I knew but I also had to use the letters and their sounds to really make sure it was right.

### Active Engagement

- Now, I want you to look at my big book, *I Can Jump*, by Joy Cowley. I covered a word over here on page 5 so that you and your partner could use the words you already know to help you solve that covered word. I will read page 4 and then I’ll let you work on page 5.
- Read, page 4
- Partners, turn and talk about page 5. What words do you know? How can they help you know this word?
- Readers, I think just about everyone helped figure out this covered word. You were asking each other, would that sound right? Let’s read these two pages together.

### Link

- Readers, today, look for words you know. And let those words help you solve parts you might not know.
- You can still flag books where you have solved words. We can share them with our partners.
Reading Unit of Study
Kindergarten – Readers Read Pattern Books, Unit 3

| Mid-Workshop Teaching Point | • Readers, let’s add this idea to our anchor chart: Readers Solve Tricky Parts of Pattern Books by:
|                           | • Using the words they know by thinking about what would sound right. |
| Partnerships               | • Follow partnership procedure and share flagged pages or books where solving has been tried or successful. |
| After-the-Workshop Share   | • Readers, let’s use all we know how to do to read a bit more in I Can Jump. |
|                           | • Allow readers to talk about the pages before the class choral reads pages together. |

Chart: Readers Solve Tricky Parts of Pattern Books by...

- Looking at picture
- Thinking about pattern
- Looking at letters
- Using pattern and 1st letter sounds
- Asking, “Would that make sense here? Sound right? Look right?”
- Rereading a page or two
- Pointing to pictures, and asking, “What’s going on here?”
- Using words we know and thinking what would sound right
## Reading Unit of Study
### Kindergarten – Readers Read Pattern Books, Unit 3

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<td><strong>Concept</strong></td>
<td>Readers use the patterns in pattern books to help solve unknown parts of the book.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Readers solve tricky parts by continuing to point under each word even if they know the pattern by heart.</td>
</tr>
</tbody>
</table>

### Materials
- **Chart**: Readers Solve Tricky Parts of Pattern Books by... (For example see resource packet)
- **Pattern book used in session 13**: At the Beach, By Brenda Parkes, Newbridge Discovery is used as an example in this session
- **Photocopy pages 4 and 5 to pass out during active engagement.**

### Tips
- One-to-one matching although an important step in visually attending to print is a short lived strategy. Once readers have moved beyond level D text, readers should begin to take steps to use their eyes for tracking print and reserve their finger pointing for trouble spots. This can be demonstrated in strategy groups or conferences based on readers reading level.

### Connection
- Readers, one more strategy I would like to teach you for solving tricky parts, is that we continue to use our finger to point under words, even if we know the pattern by heart. This will help us stay on the right path, won’t it? If I take my finger away, I may lose my spot and thinking. My finger helps me keep track of where I am and what I need to solve.
- It’s important that readers solve tricky parts by continuing to point under each word even if they know the pattern by heart.

### Teach
- **Remember, At the Beach from yesterday?** I solved the first page by using the words I knew. The first page says “I saw a bird”. When I look at the next page, I see the pattern looks almost the same, I still leave my finger up there pointing, even if the pattern looks easy...read “I saw a ...huh? What is this creature? I’m going to leave my finger here a moment while I think about...is it a lobster, a hermit crab...let me try that...”I saw a hermit crab...oops...I ran out of words...gosh...my finger is really helping me stay on track and figure out parts even though the pattern is pretty easy.
- I had too many words...so maybe it says, I saw a crab, not hermit crab...let me try that again, pointing.
- Readers, do you see how my finger actually helps even if the pattern is simple and my mind already knows what it says?

### Active Engagement
- Readers, I have made a copy of page 4 and 5 in At the Beach for you. When you get it, practice using your finger, to point under the words, as you say the pattern and the new parts that are changed in the pattern.
- Read, very softly to yourself as you point. That way, everyone can read at their own pace. We are NOT reading this together. Read it a few times on your own.
- Readers, some of you read page 4 and you pointed two times for Jellyfish...did you notice how your finger ran out of words...
- And on page 5 some of you pointed to Sand and said “sandcastle, as if it were one word...your finger helped you realize that sand castle was two words...not one.

### Link
- Today, even if you are reading a pattern book you know very well or by heart, keep your finger moving under the words. Our pointing work can help us realize work we need to take care of and problems we...
Reading Unit of Study
Kindergarten – Readers Read Pattern Books, Unit 3

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<tr>
<th>Mid-Workshop Teaching Point</th>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Readers, I really see those pointing fingers working, watching for tricky parts that need more time or thinking and rereading. Keep thinking like strong readers!</td>
<td>● Partners, watch your partner today and see if their finger and voice match as they read. If you see that they lose their way, ask them to reread and point again.</td>
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</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
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<tbody>
<tr>
<td>● Readers, let’s look at our chart: Readers Solve Tricky Parts of Pattern Books by . .</td>
<td></td>
</tr>
<tr>
<td>● Talk to your partner about which strategies are you using to help you read your pattern books on your own. Which one on our chart is the most helpful to you?</td>
<td></td>
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<tr>
<td>● Which one might you try tomorrow?</td>
<td></td>
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</tbody>
</table>

Chart: Readers Solve Tricky Parts of Pattern Books by...

- Looking at picture
- Thinking about pattern
- Looking at letters
- Using pattern and 1st letter sounds
- Asking, “Would that make sense here?”
- Asking, “Would that sound right in this book?”
- Asking, “Does that look right?”
- Rereading a page or two
- Pointing to pictures, and asking, “What’s going on here?”
- Using words we know and thinking what would sound right
- Pointing under each word even if they know the pattern by heart
# Reading Unit of Study

## Kindergarten – Readers Read Pattern Books, Unit 3

### Lesson Plan

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<tr>
<th>Session</th>
<th>15</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Readers make their books come to life.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers make their books sound better by rereading them again and again.</td>
</tr>
</tbody>
</table>

### Materials

- Any pattern book containing verse which has rhythm and rhyme; a text that allows song like reading. The book *Smarty Pants*, by Joy Cowley is used as an example in this session.

### Tips

- If you plan to use a student to help you demonstrate the next teaching point, ask them and practice together so that your demonstration is valuable in session 16.
- Books from the Wright Group offer nice options for rhyme and rhythm, [www.mheducation.com](http://www.mheducation.com) (Wright Group books).

### Connection

- Readers, the first time I read *Smarty Pants*, by Joy Cowley, I found it a bit confusing and really had to do some reading work to figure out some of the words on the page.
- The author wrote the story with words that are just silly and fun to say, and don’t make sense really...but they make the reading sound more like a song once you know how to read them well.
- Today I want to teach you that readers make their books sound better by rereading them again and again. You may at first need to do some reading work to solve tricky parts but once you’ve figured out the way the words go then it is your job to read it how the author wanted it to be read. So it is really important to make your books sound better by rereading them again and again.

### Teach

- Let me show you. When I first read *Smarty Pants*, I read it like this...
- Demonstrate reading but having to stretch and sound out words for “rum-tum-toe”
- I had no idea what it said or what it meant.
- So I reread it again and again trying to make my voice go a little faster and sound more lively, to match the picture...see how the picture is so lively...and fun...my voice needed to sound like that. So I practiced...This is what I sounded like as I practiced this page.
- Demonstrate reading it better and better
- Finally, I read the page like this...
- Read the page with lively fluency, song-like
- Readers, do you see how at first my voice did not sound very good as I read the page, and that’s OK...but after I figure out what the page says it’s my job to make it sound better and better. The last time I read it, my voice was a little faster, I could hear the rhyme of “toe and go” it sounded like a poem or a song as I read it.

### Active Engagement

- Readers, you heard a bit of the pattern here in *Smarty Pants* as I read and practiced and made it sound better and better...with your partner now, I’d like you to read page 4 and 5. Practice the page over and over until you make it sound song-like, with your voices sounding better and better.
- I have the book here (Document Camera, overhead, smart board) so you can see it. Use the pattern you
### Reading Unit of Study

#### Kindergarten – Readers Read Pattern Books, Unit 3

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<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Readers, today we practiced rereading our pattern books over and over again to make them sound better.*</td>
</tr>
<tr>
<td>* This is work you can do as you read to yourself and with your partner.*</td>
</tr>
<tr>
<td>* I’m going to come around today and ask you to read to me from one of the books you’ve practiced many times, I’d like to hear how you’ve practiced making your reading voice sound better and better.*</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
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</thead>
<tbody>
<tr>
<td>* Readers, Listen to Eli as he reads his book. Listen for how he has made his voice go up and down, a little faster and how he has worked out all the reading work problems...he has made his reading voice sound better and better.*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partnerships</th>
</tr>
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<tbody>
<tr>
<td>* Readers, today listen for your partners reading voice to sound better and better. You might even tell them if it sounds like a song, or a poem. OR you might suggest they reread the book to make it sound better after some reading work. You could say, “Why don’t you try that again”.*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
</tr>
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<tbody>
<tr>
<td>* Readers, our room was just alive with beautiful reading voices today! I heard you making your reading voice sound better and better by going a little faster, with no reading problems. When you are reading to yourself or with your partner, make sure you remember to make your voice sound better and better by rereading again and again.*</td>
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</table>
Reading Unit of Study
Kindergarten – Readers Read Pattern Books, Unit 3

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<th>Lesson Plan</th>
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<tbody>
<tr>
<td><strong>Session</strong></td>
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<tr>
<td><strong>Concept</strong></td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
</tr>
</tbody>
</table>

### Materials
- Pattern book used in session 15. The book Smarty Pants by Joy Cowley is used as an example in this session.

### Tips
- As a change of pace and to match the focus on partner reading...partner reading could come first after the mini-lesson today and have independent reading come after the mid-workshop teaching point. Many teachers will alter these structures periodically, based on the priority of the mini-lesson focus.
- Need to be familiar with partner book—keep some a & b books that they are familiar with.

### Connection
- Readers, I asked Belinda to help me today. We are going to pretend we are partners. I want to show you how partners can make their books come to life, by reading together, like in a chorus or band matching our voices as we read.

### Teach
- Watch us. We are going to read from my stack of books first. Let’s read *Smarty Pants* together, Belinda, okay?
- Read pages 2-7 together.
- Readers, did you see how Belinda and I were reading together, just like we might sing a song together in music class? We started together, and we tried to keep our voices together. I didn’t want to read faster than Belinda and I didn’t want to read slower than Belinda. We had to listen to each other and read at the same pace, matching our voices.

### Active Engagement
- Let’s try this. Let’s pretend that we are all partners...and we are going to read *Smarty Pants* together. Let’s begin on page 2. We must keep our reading voices together, so we have to listen to our partner’s voice. We can’t go faster, and we can’t go slower, we must read together and have our voices match.
- Choral read pages 2-7.
- Readers, it did sound a bit like music class, didn’t it? Everyone was really trying to keep their voices together as we read.

### Link
- Today, when you read with your partner, make sure you practice reading one of your books and one of your partner’s books, together. You can read them over and over again to make your voices really match and sound better and better.
- So make sure you are practicing on your own to be prepared for partnerships.

### Mid-Workshop Teaching Point
- Select needed teaching point or feedback based on conferring and observations.

### Partnerships
- Readers, it is time to gather with your partner. I’m listening for voices reading together!
- Or, needed teaching point based on observations.

### After-the-Workshop Share
- Readers, I have asked two partnerships to share their reading with you today. I want you to listen and then once they have finished reading a couple pages, I’m going to ask you to talk with your partner and name what you heard in their reading.
**Session** | 17  
---|---
**Concept** | Readers make their books come to life.  
**Teaching Point** | Readers make their books come to life by acting like the characters with their voice.  

| **Materials** |  
---|---
- Any pattern book that has different characters which will lend itself to acting like the characters. The book, *I Can Jump* by Joy Cowley is used as an example in this session.  
-  

| **Tips** |  
---|---
-  

| **Connection** |  
---|---
- Readers, we have been learning ways to make our reading and our books come to life. We’ve learned that one way is to read our books again and again to make them sound better and better.  
- We’ve learned that we can read a book with another person, like our partner or teacher and have our voices matching as we read, like singing.  
- Today, I want to teach you that we can pretend to be our characters in our books. We can do this when we read by ourselves and when we read with partners.  

| **Teach** |  
---|---
- I pulled out the book, *I Can Jump*. This book has all kinds of characters. It has grasshopper, snail, spider, butterfly... (flipping pages).  
- I know that when the character says I CAN...that character looks happy, my voice will sound happy when I read it. But when snail, replies I CAN’T...I know that snail is sad. I see it in his face, and the way he holds his head. I will need to read that part in a sad way.  
- Let me read for you acting like the characters.  
- Read pages 2-5, quickly, but with appropriate character voices.  

| **Active Engagement** |  
---|---
- Readers, I saved pages 6, 7 and 8 for you to pretend to be the characters with your reading voice.  
- Let’s first be proud butterfly who can fly...then we will have to think how snail replies...  
- Have class choral read pages, listen and look for character voices.  

| **Link** |  
---|---
- Readers, not every book you have will have characters who talk...some might be like Smarty Pants where I just need to make my voice sound like the character I see in the pictures. I will match my voice to the characters actions, what they are doing.  
- Try this today. See if you can act like the characters in your books as you read quietly to yourself.  
- If you do, place a post-it note on the book where you tried acting like the characters with your voice.  

| **Mid-Workshop Teaching Point** |  
---|---
- Select a reader to showcase the teaching point or focus attention on needed strategy based on your observations.  

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### Partway Through the Workshop

**Partnerships**
- Readers, today, you will meet with your partner and find books in your bags/bins that will allow you to act like the characters. You might have a book like I Can Jump and you and your partner decide that one of you will be snail and the other partner will pretend to be the other creatures. It’s sort of like making up a little play.
- Or you can pretend to be character with your voices reading together.
- I will be listening for the way partners change their voices to act like the characters.

**After-the-Workshop Share**
- Have a couple partnerships or readers share if they demonstrated acting like characters.
- Notice and name teaching point after their demonstration.
### Reading Unit of Study

**Kindergarten – Readers Read Pattern Books, Unit 3**

#### Lesson Plan

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<th>18</th>
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<td>Concept</td>
<td>Readers see beyond the pattern to say what the book is really about.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers know that every part of a book fits together by thinking about what they see in pictures and read.</td>
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</table>

**Materials**

- Three to four different familiar pattern books. This session uses the books; *At the Beach*, by Brenda Parkes, *Mom*, by Matthew Hugo, *We Ski* and *Fruit Salad* as examples.

#### Tips

- **Moms**, Tiny Treasure book is tiny. If you plan to use this text for active engagement, you may need a document camera or projection for all to see well.

#### Connection

- Readers, many of our books right from the beginning tell us what they are going to be about. We look at the cover and read the title and we begin to think right away...this book is going to be about....we then think about the parts that will be in the book, because we know the book has to fit together.
- Today, I want to teach you readers know that every part of a book fits together by thinking about what they see in pictures and read.

#### Teach

- When we read *At the Beach*, the title already told us to be thinking about the beach....when we got to the first page of reading and saw that the text said “I saw a bird”...we start to think...oh ok...this is going to be about things we see at the beach. So the pictures and the words we read help us think about what parts are going to fit inside this book.
- It would be really unusual to be reading *At the Beach* and to find a page that said “I saw a dinosaur” wouldn’t it? First, dinosaurs aren’t alive anymore to be seen at the beach and second, seeing a dinosaur in this book just doesn’t fit. I have seen dinosaur bones at museums before, but I’ve never seen a dinosaur at the beach. It just wouldn’t fit.
- So readers, as we look at the pictures and read the words, we have to think about what will fit as we read.

#### Active Engagement

- Readers, I have this book, titled, *Moms* by Matthew Hugo on the document camera. I am going to look at the pictures on the cover Hmm...what do I see?
- Turn and tell your partner about the pictures you see
- Listen in to share thinking aligned with teaching point
- I heard Paul say he saw different pictures of moms doing jobs. He noticed a mom as a firefighter, a mom as a police officer, a mom as a doctor...so now we have to make each page fit as we read....
- Let’s look at the first page...this boy is thinking about what his mom is...turn and tell your partner what you see on these pages
- Listen for readers to read and talk about the picture, share thinking
- Readers, if this page says, “my mom is a doctor” and we know that the title is *Moms* then what might we see in the rest of the book? Turn and talk
- Readers, wouldn’t it be just silly if we turned the page and it said “I like bubble gum!”...that doesn’t fit, does it?
- Readers know that every part of a book fits together by thinking about what they see in pictures and read.
## Reading Unit of Study

**Kindergarten – Readers Read Pattern Books, Unit 3**

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<tr>
<th>Link</th>
<th>Today as you are reading, I want you to think about how each page and part of your books fit together. These books have parts that fit with things we see at a beach and the jobs moms do. I might ask you to tell me how all the parts of your books fit together during conferences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Workshop Teaching Point</td>
<td>Show a couple books that readers are reading and talk about how the parts fit together.</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Readers, you might say to your partner today, “all the parts fit together in this book because ...” I might say all the parts fit together in at the beach because they are things we would see at the beach.” Talk to your partner about the way the parts fit together as you read and talk about your books.</td>
</tr>
<tr>
<td>After-the-Workshop Share</td>
<td>Readers, I have here, <em>We Ski</em>, from an earlier mini-lesson. I want you to think about what we would see in this book if we were going to add a page. Remember the pattern says, “We put on our jackets” We put on our hats”...what would fit with this book if we added a page? Turn and talk</td>
</tr>
<tr>
<td></td>
<td>What wouldn’t fit? Turn and talk...this is funny to think about...it can almost be anything...</td>
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<td></td>
<td>Could do this once more with <em>Fruit Salad</em>. What would fit if we added a page? What wouldn’t fit?</td>
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</tbody>
</table>
Reading Unit of Study
Kindergarten – Readers Read Pattern Books, Unit 3

Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>19</th>
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</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers see beyond the pattern to say what the book is really about.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers say what their book is all about by saying. “This book is all about...”, after reading it.</td>
</tr>
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<table>
<thead>
<tr>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>● Two unseen pattern books the books <em>When the Rain Comes</em> by Marilyn Woolley, National Geographic Level C and <em>Catch</em> by Leda Schubert, Candelwick Press, Level C were used as examples in this session.</td>
</tr>
<tr>
<td>● Chart paper</td>
</tr>
<tr>
<td>● 3-4 previously read pattern books for Share</td>
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<table>
<thead>
<tr>
<th>Tips</th>
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<tbody>
<tr>
<td>●</td>
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<table>
<thead>
<tr>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Readers, yesterday we thought about how our books fit together by thinking about all the parts, the cover, the title, the pages and words.</td>
</tr>
<tr>
<td>● Today I want to teach you that readers say what their book is all about by saying. “This book is all about...”, after reading it.</td>
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<thead>
<tr>
<th>Teach</th>
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</thead>
<tbody>
<tr>
<td>● The pattern will help us do this work, but so will all the parts, like the cover, title, pictures and words. Watch how I read this new book titled <em>When the Rain Comes</em> and then watch and listen to how I think about what it is all about at the end when I am finished reading it.</td>
</tr>
<tr>
<td>● Read Cover, back the book, entire book, quickly.</td>
</tr>
<tr>
<td>● Think aloud about what you think the book is all about use the language stem, <em>This book is all about ...</em></td>
</tr>
<tr>
<td>● Readers, I am going to write this language on our chart here for you to use... <em>This book is all about ...</em> because now you are going to read a book and tell your partner what you think the book is all about. You are going to have to fit all the parts together to say what the book is about.</td>
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<thead>
<tr>
<th>Active Engagement</th>
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<tbody>
<tr>
<td>● Let’s read <em>Catch</em> together. Let’s read the cover, the back of the book (Some readers voices may be reading with you)</td>
</tr>
<tr>
<td>● Let’s start on the first page...</td>
</tr>
<tr>
<td>● Choral read with your voice helping to get the pattern going, point under the words as the group reads. If you find your voice is no longer needed, allow class to read it together. It is not a time to do word work or correct incorrect reading...keep the reading moving to simulate having read a book and being finished reading it.</td>
</tr>
<tr>
<td>● Now readers, you have read <em>Catch</em>. Think about all the parts, the cover the title, the pages, the pictures the words. Say to your partner, “<em>This book is all about ...</em>” go head and tell your partner...</td>
</tr>
<tr>
<td>● Share partner responses that fit your teaching point.</td>
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<tr>
<th>Link</th>
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<tbody>
<tr>
<td>● Readers, I am going to leave up our saying, “<em>This book is all about ...</em>” so that when you finish a book you will say this to yourself and finish the idea by adding what it is about. When we are with partners today, we will also do this once we have finished reading to each other.</td>
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<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Share examples of readers saying what their books are all about.</td>
</tr>
<tr>
<td>● Or “Readers can use what is repeated over and over again to help them guess what will happen from page to page and help them decide what the book is about”</td>
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</table>
## Reading Unit of Study
### Kindergarten – Readers Read Pattern Books, Unit 3

<table>
<thead>
<tr>
<th>Partnerships</th>
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<tbody>
<tr>
<td>● Remind readers to use the chart to say, “This book is all about . . .”, when they have finished reading to each other.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>● Create a game, with previously read pattern books, where readers give thumbs up if you have thought correctly for what the book is all about or tap their heads indicating you need to think more if you state an idea that is incorrect.</td>
<td></td>
</tr>
<tr>
<td>● Demonstrate being a reader who reads their book and uses the language stem “This book is all about . . .”</td>
<td></td>
</tr>
<tr>
<td>● Use one book and do it correctly and state what the book is all about</td>
<td></td>
</tr>
<tr>
<td>● Use a second book and do it incorrectly and incorrectly state what the books all about</td>
<td></td>
</tr>
<tr>
<td>● Repeat as time allows</td>
<td></td>
</tr>
<tr>
<td>● Look for readers to either give a thumbs up or thinking tap of head as you demonstrate the behaviors.</td>
<td></td>
</tr>
</tbody>
</table>
Reading Unit of Study
Kindergarten – Readers Read Pattern Books, Unit 3
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>20</th>
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</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers see beyond the pattern to say what the book is really about.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers say what their book is all about by thinking about what is the same</td>
</tr>
</tbody>
</table>

Materials

- Two pattern books that have a question/answer structure. See tips below. The books, Where Does Maisy Live?, by Lucy Cousins and Is This a Monster?, by Scarlett Lovell and Diane Snowball, Mondo were used as examples in this session.
- Chart paper used in session 19 that states: This book is all about...
- Possible Share: At the Beach by Brenda Parkes, Newbridge or spend more time with Question Answer Pattern books

Tips

- This lesson works with pattern books that hold the question answer structure. Any pattern book that asks a question on one page and answers it on another will work.
- This lesson also is complex in that is asking kindergarteners to infer from the words and pictures what the book is all about without only stating the literal from what they see and read. More work in small groups, shared reading and mini-lesson may be needed beyond this lesson.
- Pattern books with question/answer structure will reappear in the kindergarten writing units in unit 4.
- Pattern books with a see-saw structure (example: Feathers are soft. Wood is hard. Pillows are soft. Nails are hard). Could also play a part in an additional lesson following session 20 following a similar lesson structure and content, just trading the kind of pattern book structure you are working with and showcasing for readers. See-saw structure pattern books also appear in the kindergarten writing units in unit 4.

Connection

- Readers, many of our pattern books are written with a question and then an answer, for example, I have this book, Where Does Maisy Live? By Lucy Cousins. I know that it asks the same question on almost every page. The page after the question is the answer.
- I’m sharing this book with you because on every page, we will see a DIFFERENT picture but the question will be the same...we are going use what we think is the same throughout the book to say what this book is all about...this is tricky work.
- Readers say what their book is all about by thinking about what is the same.

Teach

- Watch me read and think...
- Read pages 1-6.
- Readers, do you see how the author keeps writing, “Does Maisy live in the____? And then the author writes, “____! The ___live here.? We have noticed that hens live in a hen house and pigs live in a pig pen...each picture and answer is different. But there is one thing that is the same on all of these pages...the idea of where things live...each question and each answer is about where something lives...So I could say this is a book all about where things live.
- Now, this book isn’t called “where things live” and the words on the pages do not say “where things live”...I had to think about what was the same...(flipping pages) well, I see a hen house, and I see a pig house, and I see a dog house, and I see a horse house or stable, it says...hey maybe this book is about where farm animals live, not just things...I think this book is about where farm animals live on the farm...that is what seems to be the same from page to page.
### Reading Unit of Study

**Kindergarten – Readers Read Pattern Books, Unit 3**

| Active Engagement | ● Readers, I am going to read to you from another question and answer pattern book. Remember, we are searching for what is the same, even though the pictures and answers or words will change on us. If we were to lay out all the pages what would we name or say all the pages tell us or show us...we are thinking what is the same from page to page...
- Read pages 3-10.
- Readers...we saw a lot of different pictures...but they are all...(don’t say) turn and talk with your partner, what is this pattern book all about?
- Listen in and coach as needed.
- Share thinking of readers who were able to say what the book was about by thinking about what was the same or share the thinking that should have occurred. |

| Link | ● Readers, sometimes it is harder to think about what our books are all about when every page is different. That is why we have to push ourselves to think “WHAT IS THE SAME?” I wouldn’t say that this book is all about Monsters, even though that is in the title would I? And I wouldn’t say this book is all about spiders, just because a spider is the first creature that is pictured...so you see how I really have to say well...what is the same...to say what this book is all about?
- Let’s see if we can find our pattern books where pages are different but we look for what is the same.
- Place a post-it note on a book if you find one that has this pattern of a question and a different answer or where each page is different but in some way the same. |

| Mid-Workshop Teaching Point | ● Readers know that we can use the title when we get ready to read, but we can also use the title to help use say what the book is all about. |

| Partnerships | ● Remind readers to use the sentence strip to say, “This book is all about . . .”, when they have finished reading to each other. |

| After-the-Workshop Share | ● Readers, just as you can use the title and all the pages to help you say what your book is about, or think about what is the same throughout your book...you can also reread the book and think...what is this book all about as you read. Sometimes, when we reread with that idea in mind, we see more than just the pattern on the page and we see how the author has written about one idea by repeating certain words or pictures over and over.
- Just like in the book, At the Beach... the author repeated “I saw a ____.”and the picture was always pretty much the same, sand, water,...so when we reread it and say what the book is about in our own words, we say this book is all about things we see at the beach.
- In the book, Is This a Monster, I read a few pages and say well, a spider is a creature or animal and a turtle is an animal...this is what I see as I reread...rereading can help us find what our books are all about. |
# Reading Unit of Study
## Kindergarten – Readers Read Pattern Books, Unit 3
### Lesson Plan

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<thead>
<tr>
<th>Session</th>
<th>21</th>
</tr>
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### Concept
Readers see beyond the pattern to say what the book is really about.

### Teaching Point
Readers talk about what their book is all about by sharing the title, telling about the pattern, and saying, “this is a book all about...”

### Materials

| Chart paper used in previous sessions with: This book is all about... | Familiar pattern book. The book, The Monster Party, by Joy Cowley was used as an example in this session. |

### Tips
- As a change of pace and to match the focus on partner reading...partner reading could come first after the mini-lesson today and have independent reading come after the mid-workshop teaching point. Many teachers will alter these structures periodically, based on the priority of the mini-lesson focus.
- Could ask reader to come and stand next to you simulating partnerships as you talk during the demonstration.

### Connection
- Readers, today I want to add three steps to your reading partnerships that will help us really focus on our pattern books and say what they are all about.
- Today I want to teach you that readers talk about what their book is all about by 1. Sharing the title, 2. Telling about the pattern, and 3. Saying, “this is a book all about...” during a partnership or conference. (could hold up one finger at a time)

### Teach
- Readers, I asked, Joe to come up and pretend to be my reading partner today. I’m going to choose one of my books to talk to Joe about. I’m going to 1. Tell him the title. 2. Tell him about the pattern and 3. Tell him what I think the book is all about. Watch and see if I do all three steps.
- Demonstrate the three steps with a pattern book. Make sure you are looking at Joe and acting like the two of you are partners.
- Readers, did you see how I said, my book is called The Monster Party. Did you listen to how I told Joe that my pattern book had the pattern of asking a question “What can this little monster do? And then it answered by telling something one of the monsters could do, like sing or play. Did you notice how finally, I told Joe that my book was all about what little monsters could do? Readers, I was talking for a long time to Joe...I made sure I told him all 3 steps, the title, the pattern and what the book was about.

### Active Engagement
- Now, readers, will you think about those 3 steps I took to talk to Joe and tell your partner across three fingers what 3 things you will need to tell each other today during partnership time?

### Link
- Readers, today, we are going to do things a little different. We are going to meet in partnerships first and then do our independent reading second. I want you to practice telling your partner the 3 steps...the title, the pattern and what the book is about.
- I will let you know when we are ready to move to independent reading time.

### Partnerships
- Meet first today, right after the mini-lesson.

### Mid-Workshop Teaching Point
- Readers, it is now time to move to independent reading. Gather your books and move back to your private reading spot.

### After-the-Workshop Share
- Use the fishbowl structure to showcase a partnership that really showed using the 3 steps to talk about their pattern books. Debrief by noticing and naming what is working in the partnership.
## Reading Unit of Study
### Kindergarten – Readers Read Pattern Books, Unit 3
### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>22</th>
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<td><strong>Concept</strong></td>
<td>Readers see beyond the pattern to say what the book is really about.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Readers talk about their books, by asking, “What’s your book about?”</td>
</tr>
</tbody>
</table>

### Materials
- Chart paper used in session 19 that states: This book is all about... adding , What’s your book about?
- Two pattern books. The books *We Like Balloons*, by Emily Howard, Pioneer Valley Press and *Here Comes the Rain*, by Michele Dufresne were used as examples in this session.

### Tips
- Partner focused mini-lessons allow us to turn the focus from reading process work alone to grow speaking and listening standards and partnership routines and procedures. Feel free to use Mid-workshop teaching, Partnership focus or Share to spend more time toward the partnership needs in your class.
- Active engagement is part of the guided practice in this lesson.
- Suggested: Partnerships meet after mini-lesson.

### Connection
- Readers, today I want us to continue to work with our partners to grow our thinking and talk about our books. When I am in a conversation with people, I typically ask a question either to get the conversation going to keep it going.
- Today I want to teach you that readers talk about their books, by asking, “What’s your book about?”

### Teach/Guided Read Practice
- I have written the question here on our chart. This will help us to remember what to ask. We can use this question to start our conversation or to keep our conversation going. I’m going to read you my pattern book, and then when I stop, I would like all of you to use this question to get me to say more to you. I will point to the question when I am done reading so that you will ask the question together.
- Teacher reads *We Like Balloons* and then points to the question and waits for readers to chorally ask, “What’s your book about?”
- Teacher tells class through thinking aloud what the book is about.
- Teacher could also switch roles and have readers chorally read a short, quick pattern book and then teacher asks, “What is your book about?” and readers talk with partners to answer.

### Link
- Readers, again today, we’ll meet with your partnerships first. Let’s use our question, “What’s your book about?” to either get our conversation going or to keep our conversation going. Try to be the kind of partner that doesn’t move on to read anything new unless your partner has said what their book is about.

### Partnerships
- Meet after mini-lesson today.

### Mid-Workshop Teaching Point
- Share how partnerships are working. Either add more minutes for partners to talk or move to independent reading.

### Share
- Readers today I listened into a few partnerships. There were times when a partner told their partner what their book was about….but what they told their partner, wasn’t really true. We must listen to our partners read the book and be thinking as they are reading to see if what they said is true. We may have to ask our partners to reread, if we’re not sure if what they said was true.
If I read to you, *Here Comes the Rain*, by Michele Dufresne and I said this book is about Umbrellas...do you know if that is true...Have you heard this book...I don’t think you have...so you would have to say please...turn and talk...if you weren’t sure if what I said was true...what would you say to me as a partner?
## Reading Unit of Study

### Kindergarten – Readers Read Pattern Books, Unit 3

### Lesson Plan

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<th>23</th>
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</tr>
<tr>
<td>Teaching Point</td>
<td>Readers celebrate pattern books by performing them with others</td>
</tr>
</tbody>
</table>

### Materials

- Give readers access to numerous or all the pattern books and text utilized across the unit to choose a favorite to perform on video.
- Video Camera
- Projection: Smart board, computer, television, tablet

### Tips

- You may decide to allow partners more than one day to practice their favorite patterned text. This celebration could work over a couple days, as you film partners performing their text. The third day, instead of workshop, the class could gather with popcorn to watch each partnerships performance on your smart board, computer, tablet or television

### Connection

- Readers, today we are going to use all that we have learned about reading pattern books to choose a favorite with our partner and perform it for our classmates. After all our hard work, we want to celebrate!
- Readers celebrate pattern books by performing them with others

### Teach

- You will choose your favorite text from our pattern book collection
- You and your partner can decide to act like the characters, read it with rhythm and rhyme, clap to it, bounce to it...whatever you think will be entertaining to your friends in our class.
- I am going to film you and then in a couple days we will watch all of our performances as a closure to this unit

### Active Engagement

- Turn and tell your partner the titles or books that have been some of your favorites.
- I listened in and heard that you might want to look through all that you have read to remind you of your favorites.
- I have most of our texts, big books and songs, poems and little books out for you.

### Link

- Take some time after mini-lesson to find a few of your favorites, practice each one and decide which one will make the best performance. Tomorrow I will start filming.

### Partnerships

- Meet after mini-lesson today. You may or may not have independent reading time.

### Mid-Workshop Teaching Point

- Share how partnerships are working

### Share

- Readers let me tell you how our schedule will go for tomorrow’s filming...
- May want to share what was working well for some, if you notice partners are having struggles to work together to perform a text.