

Overview for Grade K Unit 3, *Bigger Books, Bigger Reading Muscles*

| Session/Minilesson | Conferring and Small-Group Work | Mid-Workshop Teaching | Transition to Partner Time | Share | |
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| BEND I: Tackling More Challenging Books | | | | | |
| 1 | Tackling More Challenging Books | Create a Buzz around the New Unit | Readers Use the Strategies They Know | Partners Read Books from Easiest to Hardest | Celebrate Persistence |
| 2 | Readers Use Patterns to Help Them Read Almost Every Page | Remind Kids to Draw on All They Have Learned Earlier | Readers Figure Out Trickier Patterns in Books | Play a Reading Game Involving Predicting Based on a Pattern | Use Interactive Writing to Compose a Class Pattern Book |
| 3 | Readers Figure Out the Changing Words in the Pattern | Using Data to Plan Teaching | Marking Challenges to Prepare for Partner Support | Working with Partners to Figure Out Challenging Parts | Use Interactive Writing to Create a New Page for a Familiar Book |
| 4 | Readers Use All of Their Super Powers to Read Pattern Breaks in Books | Pulling Small Groups with the Earliest Readers | Noticing Varied Punctuation at the End of a Book | Partners Coach Each Other When the Pattern Breaks | Shared Writing to Write a Pattern Break for the Ending of a Book |
| 5 | Readers Check Their Reading | Using the Anchor Chart to Reflect on Student Progress | Celebrate Students' Self-Monitoring | Partners Can Monitor Each Other | Readers Check Their Reading with a Retell |
| 6 | Readers Use the Pattern and the Ending to Understand Their Books | Follow-Up Sessions with Readers | Readers Reread in Their Best Voices to Show They Understand | Partners Can Give Book Introductions | Celebrating by Giving Reading Gifts to Partners |
| BEND II: Zooming In on Letters and Sounds | | | | | |
| 7 | Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page | Working with Alphabet Books | Inventing New Ways to Read ABC Books | Reading ABC Books Together in Many Ways | Boosting Phonological Awareness to Support the Visual Cueing System |
| 8 | Readers Use Their Letter-Sound Knowledge to Help Them Read Unknown Words | Guided Reading to Support Growth | Readers Remember All Their Powers | Readers Have Many Ways to Read with Partners | Using Initial Sounds and Pictures |
| 9 | Readers Can Notice Consonant Clusters to Help Solve Unknown Words | Following Up with Guided Reading Groups | Celebrating Recognition of Blends | Encourage Practice of Blends | Readers Can Get Their Mouths Ready for Blends and Digraphs |
| 10 | Readers Look to the Ends of Words as They Read | Continuing to Support Children Reading Higher-Level Books | When Readers Look to the End of a Word, They Remember What They Learned about Digraphs | Partners Listen and Coach Each Other as They Read | Guess the Covered Word |
| 11 | Readers Preview a Page and Locate Known Words before Reading | Supporting Snap Words and Comprehension | Read Your Snap Word Ring as a Celebration | Partners Can Hunt for Snap Words and Turn More Words into Snap Words | Looking to the End of Familiar Words |
| 12 | Readers Check Their Reading | Supporting Students Who Need to Build Phonemic Awareness | The Blends Chart Can Support Checking | Partners Can Help When Something Is Not Right | Celebrate All that Readers Know about Letters and Sounds |
| BEND III: Graduation: Becoming Stronger Readers | | | | | |
| 13 | As Books Become Harder, Readers Need New Kinds of Picture Power | Using Interactive Writing to Support Reading and Supporting Stronger Readers | Using Extra-Strength Picture Power | Bringing Pictures to Life by Acting Them Out | Boost Vocabulary around Prepositions to Support Reading More Complex Texts |
| 14 | Readers Can Lean on Their Snap Word Power When Books Become Less Patterned | Supporting Readers Who Are Moving from Pattern Books to Stories, and Bolstering Partnerships | Finding New Snap Words | Partners Reread to Read More Smoothly | Turning Words into Snap Words |
| 15 | Readers Can Read Snap Words with Inflected Endings | Follow-Up Small Group on Hearing Sounds in Words | Recognizing Familiar Words and Familiar Endings | Extra-Strength Snap Word Hunt | Taking Words Apart with Common Endings |
| 16 | Readers Use All They Know about Stories to Make Predictions | Supporting Readers Who Are Ready to Move Up Reading Levels | Remembering to Make Predictions Along the Way | Asking Partners to Make Predictions | Readers Retell Stories |
| 17 | Readers Need Extra-Strength Reread Power to Bring Their Books to Life | | | | |
| 18 | Readers Need Extra-Strength Book Talk Power | Conferring with Partners | Remind Students to Prepare for Partner Time | Readers Use All of Their Extra-Strength Book Talk Power | Choral Reading to Prepare for Celebration |
| 19 | Celebration: Readers Use All Their Powers to Read New Books | | | | |
| Read-Aloud and Shared Reading | | | | | |