

Grade 1:

Falling in Love with Reading

Purpose: Why This Unit?

At SA, we believe that if a child loves reading and reads exceptionally well, she can teach herself anything! There's nothing more important to our scholars' lifelong success and happiness than inspiring their passion for reading.

In this unit, you will fuel scholars' passion for reading.

You will inspire their love of words, characters, and knowledge. You will help them achieve that lost in-a-book, engaged sort of reading that makes reading fun. You will give them the most priceless gift of all—time to read!

Model your passion for reading and books throughout the day. Enthusiastically recommend books to your scholars and show your passion every time you read aloud!

If you do your job well, scholars will love to read and families will be committed to reading to and with their scholars!

Building a strong reading culture and partnership with parents is critical to scholars' lifelong personal and academic success. It is imperative that ALL your scholars are reading at home and at school. Meet with the parents of any students who are not reading at home. If you cannot persuade the parents to ensure that their children are doing their homework, you need to manage up to leadership.

It is your responsibility to ensure that ALL your scholars are reading 6 days a week at home!

The Key to Establishing a Strong Reading Culture

Independent Reading: Every day scholars must read voraciously because kids get better at reading by reading.

Your goal during the first three weeks of school is to establish sacred, phenomenal Independent Reading time. Get scholars excited about getting lost in their books and the luxury of reading time!

Scholars will become better readers only if you fuel their passion AND you are fully invested in creating and maintaining excellence during this time.

Set clear expectations for how scholars keep their minds and bodies engaged during Independent Reading.

- 2 eyes reading
- 2 hands on the book
- 2 feet on the floor

During Independent Reading, kids will practice the **5 tactics of great readers**—not because they've never used these tactics before but because practicing them is essential to building good reading habits.

During Independent Reading, talk with kids about the books they are reading. Build relationships with your scholars through reading, and create a community of book lovers!

Book Shopping in the Classroom Library: SA's classroom libraries are unparalleled, full of world class literature hand-picked for scholars.

Kids won't sustain reading in school or at home unless they have access to great books. Leverage your classroom library to help kids fall in love with books. Make sure scholars have books that they can't wait to read ready to take home in their book baggies.

Scholars must book-shop at least once a week. Invite them to the library in small groups to explore the library and shop for books. Your job is to support scholars in selecting books that are just right for them by recommending books based on their interests.

Summer Soar: Get to know your kids as readers. Look at the end-of-year kindergarten F&P results. Which kids came in at or above their end-of-year kindergarten reading level? This likely signifies a strong at-home reading culture and scholars who love reading. Did any kids come back at a lower level than they were at the end of the year? If so, you **MUST** meet with parents now and discuss how to get them back on track.

Partner Share: Get kids talking about their books! Make it clear that scholars should be listening to their partners attentively enough to say back what they heard and respond with a related comment or question. Listen in to partnerships to hold scholars accountable.

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Give clear directions for scholars to position themselves next to their partners so they can see and hear one another and the texts they're referencing.

Closely monitor partnerships as they talk, and once the whole group is back together, call on a

scholar to share what his or her partner said. Scholars must know they are accountable for listening and responding to their partners!

Lessons

Spend the first week on Lesson 1 so that all scholars get to book-shop with you.

Lesson 1: Great readers pick books they can't wait to read!

Spend two days on Lessons 2-4 to give scholars practice.

Lesson 2: Great readers get lost in their books.

Lesson 3: Great readers make a mind movie when reading.

Lesson 4: Great readers think about the big idea in each book they read.

Lesson 1

What Does Success Look Like?

Great readers pick books they can't wait to read!

Success is when scholars are so excited to read their books that they can't wait for reading time or the subway ride home.

Lesson 1

Engage — 1 minute

Spend 1 minute building excitement around book shopping—wrap your book bins and library and have scholars open their new presents!

Direct Instruction (Model/Practice) — 5–7 minutes

- Model and set your behavioral and intellectual expectations for Independent Reading and Book Shopping.
 - During Independent Reading, scholars' should have two eyes reading, two hands on the book, and two feet on the floor.
 - When book shopping, scholars will be invited to the classroom library in small groups to explore the library and make book selections with help from you.

- This MUST be short and to the point. Unless new to SA, your kids have done this before!

Independent Reading/Targeted Teaching Time — 15–20 minutes

- Scholars transition from the rug to their seats.
- Each scholar chooses a book from a tabletop book bin to read. Scholars are expected to sit with two hands on the book, two feet on the ground, and two eyes focused on the book.
 - Scholars shop from tabletop book bins on Day 1, until everyone has a book baggie with books they've selected from the classroom library.
 - Invite small groups to book-shop with you over the course of the first few days until all scholars have shopped for books.
- Scholars must sustain focused reading for a minimum of 15 minutes.
- Whether you are flying solo or part of a duo, start by making sure all kids are focused and the room has a hushed tone. Play classical or instrumental jazz music, but the volume should be low.
- Narrate scholars who are following through on your expectations, such as staying focused on their books, or who are demonstrating strong reading habits, such as always making mind movies while they read.

Partner Share — 3–5 minutes

- When the timer is up, set expectations for partner talk at their seats.
- Scholars tell their partners about one of the books they've read. Partners listen to one another, asking questions for clarification. Each scholar must be able to articulate what his or her partner said.
- Listen in to choose a scholar or partnership to share during the Whole-Class Share.

Whole-Class Share — 5 minutes

- Scholars transition from their seats to the rug.
- Choose two scholars to share something humorous, interesting, or exciting that they read today.

Lesson 2

What Does Success Look Like?

Great readers get lost in their books.

Success is when scholars are able to sustain reading time because they have books they love and want to read.

Lesson 2

Engage — 1 minute

Spend 1 minute building excitement around the luxury of reading time.

Direct Instruction (Model/Practice) — 5–7 minutes

- Model and set your behavioral and intellectual expectations for Independent Reading. ○ During Independent Reading, scholars have two eyes reading, two hands on the book, and two feet on the floor.
- This MUST be short and to the point. Learning happens when scholars actually do it themselves.

Independent Reading/Targeted Teaching Time — 15–20 minutes

- Scholars transition from the rug to their seats.
- Each scholar chooses a book from his or her book baggie to read. Scholars sit with two hands on the book, two feet on the ground, and two eyes focused on the book. ● Scholars must sustain focused reading for a minimum of 15 minutes.
- Whether you are flying solo or part of a duo, start by making sure all kids are focused and the room has a hushed tone. Play classical or instrumental jazz music, but the volume should be low.
- Narrate scholars who are following through on your expectations, such as staying focused on their books, or who are demonstrating strong reading habits, such as always making mind movies while they read.
- Spend 2–3 minutes working individually with 3–5 scholars.
- Listen to scholars read, assessing their struggles and level of understanding. Are they matched to the right books? Do they read most or all words correctly? What is their struggle with decoding? Do they understand what they're reading? Do they need to envision more? Is their oral language development lagging?

Partner Share — 3–5 minutes

- When the timer is up, set expectations for partner talk at their seats.
- Scholars tell their partners about one of the books they've read. Partners listen to one another, asking questions for clarification. Each scholar must be able to articulate what his or her partner said.
- Listen in to choose a scholar or partnership to share during the Whole-Class Share.

Whole-Class Share — 5 minutes

- Scholars transition from their seats to the rug.
- Choose two scholars to share something humorous, interesting, or exciting that they read today.
- Choose one scholar to recommend his or her book.

Lesson 3

What Does Success Look Like?

Great readers make a mind movie when reading.

Success is when a scholar is able to create a picture in her mind of what is happening in the story as she reads.

Lesson 3

Engage — 1 minute

Spend 1 minute building excitement around the luxury of reading time and the fun of creating images in our minds that bring our stories to life.

Direct Instruction (Model/Practice) — 5–7 minutes

- Read an excerpt from page 21 of Cloudy with a Chance of Meatballs, by Ron and Judi Barrett. Describe what you are imagining in your mind as you read. Explain that great readers always create a mind movie as they read.
- Read on, highlighting an excerpt that sets scholars up to create a vivid image in their minds.
- Scholars turn and talk about what they saw in their mind movies. Listen in to understand how well scholars envisioned the scene you read. Ensure that they are not simply repeating the words you read and that they make logical inferences.
- Briefly share out two scholar responses.
- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.

Independent Reading/Targeted Teaching Time — 15–20 minutes

- Each scholar chooses a book from his or her book baggie to read. Scholars sit with two hands on the book, two feet on the ground, and two eyes focused on the book.
- Scholars must sustain focused reading for a minimum of 15 minutes.
- Whether you are flying solo or part of a duo, start by making sure all kids are focused and the room has a hushed tone. Play classical or instrumental jazz music, but the volume should be low.
- Narrate scholars who are following through on your expectations, such as staying focused on their books, or who are demonstrating strong reading habits, such as always making mind movies as they read.
- Spend 2–3 minutes working individually with 3–5 scholars.
- Listen to scholars read, assessing their struggles and level of understanding. Are they matched to the right books? Do they read most or all words correctly? What is their struggle with decoding? Do they understand what they're reading? Do they need to envision more? Is their oral language development lagging?

Partner Share — 3–5 minutes

- When the timer is up, set expectations for partner talk at their seats.
- Scholars tell their partners about what they envisioned as they read. Partners listen to one another, asking questions for clarification. Each scholar must be able to articulate what his or her partner said.
- Listen in to choose a scholar or partnership to share during the Whole-Class Share.

Whole-Class Share — 5 minutes

- Choose two scholars to share something humorous, interesting, or exciting that they pictured in their minds as they read today.
- Choose one scholar to recommend his or her book.

Lesson 4

What Does Success Look Like?

Great readers think about the big idea in each book they read.

Success is when scholars are able to identify their books' big ideas.

Lesson 4

Engage — 1 minute

Spend 1 minute building excitement around the luxury of reading time and the fun of creating images in our minds that help us understand the big ideas in the books we read.

Direct Instruction (Model/Practice) — 5–7 minutes

- Flip through the pages of [The Name Jar](#), by Yangsook Choi, thinking aloud about what you've learned about life from the main character's problem and how she solved it. Model using tactics of great readers, such as thinking about the title!
 - Put another book you've previously read and your scholars know under the ELMO. Flip through the pages to remind scholars what the text is about. Then ask them to think about, "What did we learn about life from the character's problem and how he or she solved it?"
- Scholars turn and talk to share with their partners 1–2 sentences on what the big idea of the book is. Listen in to find out how well scholars are using the character's problem and solution to understand the book's big idea.
- Briefly share out two scholar responses.
- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.

Independent Reading/Targeted Teaching Time — 15–20 minutes

- Scholars choose a book from their book baggies to read. Scholars sit with two hands on the book, two feet on the ground, and two eyes focused on the book.
- Scholars must sustain focused reading for a minimum of 15 minutes.
- Whether you are flying solo or part of a duo, start by making sure all kids are focused and the room has a hushed tone. Play classical or instrumental jazz music, but the volume should be low.
- Narrate scholars who are following through on your expectations, such as staying focused on their books, or who are demonstrating strong reading habits, such as always making mind movies while they read.
- Spend 2–3 minutes working individually with 3–5 scholars.
- Listen to scholars read, assessing their struggles and level of understanding. Are they matched to the right books? Do they read most or all words correctly? What is their struggle

with decoding? Do they understand what they're reading? Do they need to envision more? Is their oral language development lagging?

Partner Share — 3–5 minutes

- When the timer is up, set expectations for partner talk at their seats.
- Scholars tell their partners about their books' big ideas. Partners listen to one another, asking questions for clarification. Each scholar must be able to articulate what his or her partner said.
- Listen in to choose a scholar or partnership to share during the Whole-Class Share.

Whole-Class Share — 5 minutes

- Choose one scholar to retell his story or to identify the most important parts of his book and what it made him think—the big idea.
- Choose one scholar to recommend her book.

You Did It!

Congratulations! You've reached the end of Unit 1: Falling in Love with

Reading! As a result of teaching this unit, **you, as the teacher, have:**

- Created a classroom reading culture of passionate readers.
- Motivated scholars to read by giving them access to great books through book shopping.
- Engaged scholars' minds by getting them to envision and talk about their books— reading is thinking!

Your scholars can:

- Read for enjoyment and to find meaning.
- Choose books from the classroom library that are just right for their abilities and interests.
- Enthusiastically read and talk about books that pique their interest both at home and at school.

Celebrate your scholars' successes by acknowledging what they can now do as readers as a result of their work over the past several weeks. For example, scholars can inspire a passion for reading by engaging others in discussions about books they love.

Invite scholars to share how much fun they've had reading and talking about books.

Reflect on your successes and stretches, as well as those of your scholars. Have your scholars' engagement and passion for reading grown exponentially? Did you identify kids who have experienced summer slide? Did you address this with parents and get the scholars back on track? Have your scholars grown as readers over the past month?

Scholars must read at home, as well as in school. Are 100% of your kids reading 6 days a week at home? Make sure at-home reading is happening, and meet with families who are falling short to

recommit them to this team effort.

Are 100% of your kids reading fluently? Do they put words together into meaningful groups within a sentence? Does their reading match the feeling of the piece? Do they pay attention to punctuation when reading? Do they read at a pace that mirrors how we talk—not racing through words or reading at a labored rate? Do they use tools to figure out the meaning of what they are reading?

Are 100% of your scholars doing their literacy homework?

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many children you will move in the next 15 days. Set a goal for children who are not reading at home. Whom will you get to consistently read at home? Set a goal for helping scholars who slid over the summer to get back on track. Why did they regress? Do they read most or all words correctly? What is their struggle with decoding? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!