

Kindergarten

Informational Reading

Unit 5

12-17-2014

**Please note: This unit is under pilot/review. Feedback on this unit will be used to revise during the summer of 2015**.

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See Separate Packet

**Abstract**

This unit of study is written to support kindergarten readers in learning how to explore their world through information text. Although previous units have included information books the focus was more on learning how to read these books. This unit will focus not only on how to read these books but also on how to learn from these books.

In the first part of this unit students will be explorers of informational books. The first part of this unit provides lessons on how informational books are different than fiction and sets them up for reading longer stretches of engaged reading time. Readers will learn how to get their minds ready to read informational text by using what they already know about a topic and their reading strategies to support this new learning.

The second part of this unit demonstrates ways readers can problem solve content specific words. Strategies are built on from previous units using meaning, structure and visual cues (parts of words, problem solving unknown words, etc.). Readers not only problem solve and decode words they also think about their meanings.

The third part has a strong focus on meaning. Readers learn how to study the pictures and words to further their learning. They learn that they can ask and answer questions about their topics as they read and react to their learning. They ask questions like, “What does this mean?” Or “what have I learned so far?” This part of the unit also demonstrates how readers can think about how they can infer from the pictures to help them learn more about their topic. Readers learn that they can reread not just for fluency but also to take in more information

The unit wraps up with readers working with partners to compare and contrast books on similar topics. They will talk about what is similar and different as well as what they learned across their books.

**Background Information**

To prepare for this unit, teachers will want to survey their library and think about, “what can my library teach my students?” Teachers will want to make sure they bring forward informational picture books from the shelves to use for read-aloud. One way to highlight these books is to put some out on shelves with the covers facing out or place some in view of students to create excitement and entice students with all the possible topics that they may want to explore. A suggestion for highlighting the informational books in the classroom library is to think about how book stores highlight books each month. For example, during the month of October, Halloween books that were tucked in the shelves are now front and center in the store. This is the time to make the informational text stand out from the rest of the books in your library. If informational books are limited, teachers may want to consider either borrowing some books from a teaching partner or other classrooms.

The work of this unit is centered on informational text. Most students may be in levels A-D. The books at this level will mostly be around topics with which they have familiarity. However, students reading above these levels may encounter more topics that may not be familiar to them or be part of their background knowledge. Varying levels of support will have to be adjusted based on the level of readers. Although much of the reading students will be doing will be around informational text, students’ book boxes should also have other options such as narrative, emergent story books and look books to help continue with supporting stamina.

For the last bend in this unit, it will be helpful to have some books that are banded together around the same topics. Partners will be talking about books around the same topic and will need to select books with similar topics.

Book shopping may need to be more supportive for this unit of study to aid students in understanding how to find and select informational books among the narrative books. A few suggestions would be to group informational books within the leveled baskets or to have leveled baskets with just informational books within. Another suggestion for students that are struggling with concepts or English language learners is to band like topics together. For example books all about farm animals could be banded together, weather books banded together, etc. This could support students reading across books on the same topic gaining and reinforcing vocabulary and content.

**Resources and Materials Needed**

Book list for possible informational books can be found:

* See Resource Packet Unit 5
* <http://readingandwritingproject.com/resources/classroom-libraries/current-classroom-libraries.html>
* 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 texts. Typically, book baggies will have:

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| **Fountas and Pinnell Levels** | **DRA Levels** | **Number of Books** |
| A-C level readers | A- 4 | 10-15 books |
| D-K level readers | 6-20 | 6-10+ books |
| L-N level readers | 24-30 | 5-8 books |
| O-Q level readers | 34+ | 2 chapter books, informational, and favorites |

* 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 (e.g. Levels, Emergent Story Books, 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 the 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.

\*These are suggestions based on practices utilized by workshop teachers, which meet objectives outlined by the Common Core Standards. Teachers should organize as they see fit, given their resources.

**Teacher Resources**

* Informational books for demonstration ranging in levels that reflect readers within the classroom
* Gallon-size plastic bag for every reader and the teacher or book bins for individual books
* Abundance of chart paper
* Abundance of post-it/sticky notes in all kinds of shapes and sizes
* Easel
* Meeting area
* Markers
* Pens or pencils for readers, stored in baggies
* Post-its/sticky notes stored in baggies
* Teacher’s text for demonstrations in baggie- See Resource Materials Section
* If plastic bags are used for student books then large crates to hold individual bags after workshop (makes for easy cleanup and distribution

**Professional Resources**

* + Calkins, L. (2001). The Art of Teaching Reading. Boston: Allyn and Bacon.
  + Calkins, L. (2011-2012). A Curricular Plan for Reading Workshop, Kindergarten. Portsmouth, NH: Heinemann.
  + Collins, K. (2004). Growing Readers: Units of Study in the Primary Classroom. Portland, MA: Stenhouse
  + Goldberg, G. & Serravallo, J. (2007). Conferring with Readers: Supporting Each Student’s Growth & Independence. Portsmouth, NH: Heinemann.
  + Serravallo, J. (2010). Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers. Portsmouth, NH: Heinemann.

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

**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 profession or new to reading workshop, or new to some 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:**

**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 workshop 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.

**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).

**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 work hard to read informational text**

Session 1 Readers identify and sort narrative and informational text

Session 2 Readers get their minds read to read informational books

Session 3 Readers use what the already know about a topic to get ready to read

Session 4 Readers can be their own teachers when they encounter new topics

Session 5 Readers can use patterns to predict each page

Session 6 Readers use all their strategies to read informational texts

Session 7 Readers tell the facts they have learned across their fingers

Session 8 Readers share their learning with their partners

**Concept II** **Readers problem solve when they encounter domain specific vocabulary**

Session 9 Readers ask “What does this word mean?” when they don’t know a word and try and find the answer

Session 10 Readers look closely at pictures to guess what a word might mean

**Concept III** **Readers read, process and think about informational text**

Session 11 Readers study the parts of the pictures and think about how they go together

Session 12 Readers use the words and the picture to understand the text

Session 13 Readers can talk about how the pictures add to their understanding

Session 14 Readers reread to make their reading smoother and stronger

**Concept IV Readers compare and contrast more than one book about a topic**

Session 15 Readers look for things that are the same across different books

Session 16 Readers look for things that are different across different books

Session 17 Readers ask themselves what they have learned about their different topics

Session 18 Readers celebrate by sharing their big learning

**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 and partner 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 to possible foci within read -aloud. This planning continuum aims to support teachers with upcoming strategies that will be taught in mini-lessons and future units of study.

**Reading Aloud and Reading Workshop Focuses Across the Year**

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|  | **December/January** | **January/February** | **February/March** |
| **Unit of Study** | Readers Use Strategies to Read  The Reading Workshop Unit focuses on word solving so time in read aloud will work to target The Listening and Speaking CCSS. Teachers can also look ahead, in the final week, to *Unit 5 Reading Informational Text* in order to model strategies before they appear in mini lesson. | Readers Read Informational Text  Utilize informational text above and at readers reading level. Text with rich features (photographs, diagrams) will support thinking and learning. Plan to bundle the text by topics related to class studies. | Readers Solve Tricky Words  The Reading Workshop Unit presently, is Unit 6 *Readers Solve Tricky Words*. However the focus in read aloud will lay foundational strategy and skill work for studying character in Unit 7. Additional word solving strategy support should occur in shared reading and in the word study block of time. |
| **Read Aloud Books** | Utilize a few co-authored picture/label books, level A-D text and familiar shared reading text (poems and songs) to show how readers talk in partnerships about these books. Place an equal emphasis on narrative and informational text. Utilize audio text like those found on [www.storynory.com](http://www.storynory.com) for focusing readers on fluent reading. Favorite narrative text can be used to help readers retell key details and events as part of the talk. Informational text on related topics should be the focus during the final week before teachers step into Unit 5. Continue to read aloud Emergent Story books to support all readers, when time permits. | Utilize informational text on related grade level topics (family, school, insects, parks, neighborhoods etc). Gather as many different resources (brochures, books, maps) to add to the environmental print in the classroom. Feel free to use text above current reading level of readers as well as text matching the reading levels of readers. | Utilize stories with interesting new and familiar characters above readers reading level (Pigeon books, Curious George, Biscuit). Additionally, utilize levels of text with interesting characters matching the levels of readers  Rigby PM Readers: Ben, Sally, Tom  Pioneer Valley Press: Bella and Rosie, Gilbert, Jack and Daisy  Mary Ruth Books: Danny and Lucky  Townsend Press: The King School Series |

**Read Aloud with Accountable Talk Continued**

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|  | **December/January** | **January/February** | **February/March** |
| **Read Aloud Focus** | * Readers listen to partners and say something back to their partner about what was said. (staying on topic) * Readers take turns talking and listening. * Readers participate in whole class conversations. * Readers continue a conversation through multiple exchanges * Readers follow expectations for talking with others (soft voice, hands to self, eyes on speaker) * Readers ask and answer questions to seek or give help. * Readers ask and answer questions to clarify understanding. * Readers recount details and retell from the text (ticking across fingers). * Readers speak clearly expressing thoughts, feelings and ideas. * Readers recognize different forms of text (story, information) | * Readers identify nonfiction books from storybooks (even when about the same topic). * Readers use text features to learn more about the topic. * Readers read and reread information do they can talk about it. * Readers connect what they already know with the nonfiction topic before, during and after reading. * Readers use their pattern book knowledge to make predictions on how nonfiction books will go. * Readers study pictures and photographs to learn more about the topic. * Readers question each other, saying more about the text. * Readers find answers to questions. * Readers think about what is important about the text. * Readers talk about the key details from the text. * Readers think about more than the text on the page. * Readers connect facts from the text to information gleaned from the pictures to grow their ideas * Readers use the photographs and pictures to help solve the words. * Readers compare and contrast information from two different books on the same topic. * Readers compare information across different books on the same topic. * Readers think about what the author wanted them to learn | * Readers identify characters in stories. * Readers recount and retell key details of the character. * Readers identify major events and the setting of stories. * Readers ask and answer questions about characters. * Readers (with support) begin to compare and contrast characters and their experiences. * Readers talk about their favorite characters. * Readers laugh and react to characters actions and behaviors. * Readers pretend they are the characters, role-playing scenes like actors. * Readers make their voices sound like the character is thinking and feeling. * Readers learn more about their characters by looking at the pictures and thinking about the words. |

**Lesson Plan**

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| Session | 1 |
| Concept | Readers work hard to read informational text. |
| Teaching Point | Readers identify and sort narrative and informational text |

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| Materials | |
| * Baskets of books with informational and narrative text for demonstration * Enough baskets of books for small groups of students to sort during active engagement or see tips for alternate active engagement |  |

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| Tips | * This session may be skipped if you feel your students have strong knowledge on how to identify informational books. * If there is a shortage of books/baskets you could continue active engagement using just the teacher basket of books and holding up a book and have students discuss with their partners whether it is narrative or informational. |

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| Connection | * *Readers we are about to start a new unit on informational reading. These types of books are not new to you because we have been reading lots of books that are informational and narrative. It is important to know how to recognize an informational book and narrative book so when you begin to read you can start to think about what the book might teach you. Informational books usually give us information about a topic whereas narrative books usually tell us a story. Today, I want to teach you one way you can tell whether a book is an informational book or if it is a narrative book.* |
| Teach | * *I have in front of me a basket of books. I want to teach you how as readers one way we can identify which is an informational book and which is a narrative book. One thing that I know about informational books is that they usually have real pictures on the cover.* * *I am going to pull a book out of my basket and see if I can see a real picture on the cover. (Teacher takes out an informational book), well this book has a real picture on the cover so I am thinking this could be an informational book.* * *Another thing that I know informational books is that they also have real pictures inside the book too. Let me look through this book and see if it has real pictures inside. Yes, it does. So I am pretty sure that this is an informational book. I am going to start a pile that will be informational books.* * *Let me pull another book and see if it is an informational book (this time teacher pulls narrative)* * *Hmm, it has a drawing of a duck and some ducklings. I am thinking this may not be an informational book since these are not real pictures. Let me look inside the book at the pictures and see if there are any real pictures inside. No, there are not real pictures here either. I am going to put this in my narrative book pile.* * *Readers did you see how I looked at my books and decided if it was an informational book if it had real pictures or photographs or if it was a narrative book if it had drawings?* |
| Active Engagement | * *Teacher groups kids together in fours or partners depending on number of book baskets.* * *Let’s see if we can try this with some of the books in these baskets.* * *With your partner, I want you to take a book out of the basket and decide, is this an informational book or a narrative book. And then make two piles of books just like I did for narrative or informational.* * *Remember if it is informational it will have real pictures or photographs on the cover and inside the book.* |
| Link | * *Readers I noticed that you and your partner were really quick at deciding whether a book was informational or narrative. I heard Joe say, “I know this is informational because it has a real picture on the cover.”* * *Today before you getting started reading, I want to see if you can sort some of your own books in your baskets into informational and narrative piles. I am going to have you share these with your partners during partnership time.* |
| Mid-Workshop Teaching Point | * Check in with students by asking them all to hold up and informational book, and then a narrative book. |
| Partnerships | * *Readers as we move to partnerships today I want you to bring your book baskets and share with partner the books you sorted in your book baskets. You can say this is an informational book because it has.. or this is a narrative book because it has…* |
| After-the- Workshop Share | * *Readers today we sorted books into narrative and informational piles. We thought about whether a book was an informational book if it had real pictures on the cover and inside the book. This helps you as a reader so you when you get your mind ready to read a book you can decide is this an informational book that will give me informational or facts about a topic or is this a narrative book that will have more of a story.* |

**Lesson Plan**

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| Session | 2 |
| Concept | Readers work hard to read informational text. |
| Teaching Point | Readers get their minds ready to read. |

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| Materials | |
| * 2 unseen informational books for teaching demonstration and active engagement | * The book Pigs by Cally Smith, Pioneer Valley Press was used as an example in this session. Any unseen informational book will work for this session. This book will be used again for the teach in session 3. |

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| **Tips** | * Adjust the connection if you began with session 1. |

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| **Connection** | * *Readers we have spent some time reading both narrative and informational books these last few months. However much of our work has been with narrative texts. This month we are going to focus on informational books. I want to show you that as readers of informational books we do many of the same things we have learned to do with our narrative/fiction books. One of the things we have learned how to do is to get our minds ready to read. We know that we get our minds ready to read by looking at the title, the pictures and thinking about what the text might be about. This helps our minds to start thinking about what we might learn. Today I am going to teach you how to get your mind ready to read informational books.* |
| **Teach** | * *Watch as I show you how I get my mind ready to read an informational book. I have this book called Pigs. I am going to look at the title and think what this book might be about? Hmm... It is called Pigs so I am thinking I might learn all about pigs. Maybe what they eat, or where they live. Now I am going to look at the pictures inside the book and see if the pictures inside the book tell me other things that I might learn about.* * *I can see by the pictures that I might learn about different kinds of pigs, I can see a picture of just the pig’s nose and tail so I am thinking I might learn about the parts of a pig.* * *I got my mind ready to read this book by looking at the cover and the pictures and thinking what the book might be about and what it might teach me. Now I am ready to start reading.* |
| **Active Engagement** | * *Let’s try this with another book. I am going to have you get your minds ready to read.* * Teacher holds up another unseen informational book * *First I want you to look at the title and think in your head what might this book be about. Then I want you to share this with your partner.* * *Now I am going to turn the pages and I want you to think about what else you might learn from this book.* * *Now share with your partner what else you might learn from this book.* * *Readers, just like we learned how we get our minds ready to read narrative books we do the same thing with informational books or any book. We look at the title and the pictures and we ask ourselves, “what might this book be about?”**This helps our minds get ready for what we might learn when we read.* |
| **Link** | * *Readers today when you go off to read you can get your minds ready to read too. You can look at the cover and the pictures and ask yourself what might I learn from this book?* |
| **Mid-Workshop Teaching Point** | * *Readers can I have you look up here, I want to share with you how Will got his mind ready to read his book about*… ( Teachers can highlight a student who demonstrated getting their minds ready to read) |
| **Partnerships** | * *Readers today as we move into partnership work I want you to share with your partner how you got yourself ready to read with one of your informational books. You might show the book to your partner and say I looked at the cover of this book and thought this book is going to be about… then I looked at the pages and saw … which helped me think about what the book will be about or teach me.* * Teacher may need to coach into this work. |
| **After-the- Workshop Share** | * *Readers I want to share with you what I saw Ellie doing today when she was getting her mind ready to read the book Kittens. She was looking at the title of the book and at the pictures and was thinking about what she might learn from reading her book. She thought she would learn how to take care of a kitten. Then I heard her say, I have a kitten and I already know how to take care of kitten. Readers Ellie was not only* *thinking about what she might learn from the book but she was also thinking about what she already knew about the topic of taking care of a kitten.* * *Tomorrow, I am going to teach you that when readers get ready to read they not only look at the title and the pictures but they also can think about what they already know about the topic.* |

**Lesson Plan**

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| **Session** | **3** |
| **Concept** | **Readers work hard to read informational text.** |
| **Teaching Point** | **Readers use what they already know about a topic to get ready to read.** |

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| **Materials** | |
| * Book used in session 2 for demonstration. The book Pigs by Cally Smith, Pioneer Valley Press is used as an example in this session. | * Unseen informational book level B-D on a topic most of the students would be familiar with (farms, school, friends, etc.). Use for active engagement. |

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| Tips | * Tips for conferring throughout this unit: make sure students are understanding the main idea and details   (see class checklist in resource materials packet). Children should with prompting and support be able to identify the main topic and retell key details of a text |

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| Connection | * *Readers, yesterday we used what we knew about getting ready to read to help us with our informational books. We looked at the title and we looked at the pictures and thought about what the book might be about. We do this because it helps our minds to start thinking about what we might learn.* * *Today I am going to show you how after you think about what the book might be about, you can also think about what you already know about the topic. This can also help readers understand the topic they are reading.* |
| Teach | * *Watch me as I show you how I can think about what I already know about a topic. Yesterday, I got my mind ready to read the book Pigs. I looked at the title and the pages and I thought about what I might learn in this book. Another thing that I can do is to think about what do I already know about pigs?* * *Hmm…I know that they can get really big because my uncle has pigs, I know the babies are called piglets and they have curly little tails.* * *I wonder if the author will talk about some of those things I already know about pigs in this book.* * *Teacher reads a bit to demonstrate how what they know about the topic is helping with the text.* * *Let me read… wow; it says that pigs can be up to 900 pounds. I knew they were big but not that big! It also says that pigs have babies called piglets, I knew that was what the babies were called.* * *Readers did you see how I got my mind ready to read by looking at the pictures* ***and*** *thinking about what I knew about the topic. This helps readers think about what they might learn when they read.* |
| Active Engagement | * *Let’s try that with a book I have called Farm Animals first let’s look at the cover and the pictures and think about what we might learn in this book? Turn and tell your partner.* * *Now I want you to think, what do you know already about this topic? Think for a moment and then I want you to turn and tell your partner something you know already.* * *I heard some of you say that you knew… and … I am going to read this story and I want you to think about how thinking about what you might learn and already know about this book helps you understand this book.* * Teacher reads a bit and stops in the middle. * *Readers, I heard some of you telling your partner that you might learn about all the animals on the farm and that you know about some animals that are on the farm already. You knew there were cows, and horses. Turn to your partner now and talk about if what you already knew about farm animals is helping you understand this story.* * Teacher finishes reading. |
| Link | * *Readers, you have some big thinking to do as you read your informational text. You have to not only think about what might happen in the book but also think about what I already know about this topic. How might it help me with understanding the story and words?* |
| Mid-Workshop Teaching Point | * Readers, I want to remind you of some things as you are reading. We have learned lots of strategies we can use as readers to help ourselves when we get to tricky words. We know that we can look at the picture, then look at the word and think about what might fit. We use these strategies every time we read no matter what type of book. Watch me as I show you how I can do that here… * Teacher may want to refer |
| Partnerships | * Readers share with their partners books on topics they already knew some things about. * Try saying, I read the book x. I know a lot about x and when I was reading it helped me understand more about the book. |
| After-the- Workshop Share | * *Readers, I want to stop you for a few minutes. We know that as readers we can get our minds ready to read by looking at the title, pictures and thinking about what we already know about the topic. But sometimes we may look at the title and the pictures and realize, I don’t know anything about the topic. This is what is so great about informational books is that sometimes we know something about our books that help us understand it better but sometimes I do not know much and I have to be my own teacher and carefully study the book to learn as much as I can. Tomorrow we are going to learn how if we find a book that we don’t much about we can teach ourselves.* |

**Lesson Plan**

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| **Session** | **4** |
| **Concept** | **Readers work hard to read informational text.** |
| **Teaching Point** | **Readers can be their own teachers when they encounter new topics by studying the pictures.** |

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| **Materials** | |
| * Artic Animals by Sharon Callen is used as the demonstration text. This is just an example of a text any informational book that students may not have a lot of personal knowledge about would be appropriate. |  |

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| **Tips** |  |

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| **Connection** | * *Readers yesterday I taught you another way we get ready to read is by thinking about what we already know about a topic to help us think about what we might learn. Today, I am going to teach you that if you do not know anything about the topic you can be your own teacher and learn about the topic on your own by asking questions like, “what does this mean?” or “What is this picture trying to teach me?”* |
| **Teach** | * *I have this book called Artic Animals. I really do not know very much about Artic animals but I hope to learn some things about them. I can be my own teacher and I want you to watch as I show you some ways you can be your own teacher.* * *One way to do this is to really study the pictures. ( Teacher points to the pictures) I see a few animals here, this looks like a deer but it is a little bigger. I am thinking this might mean that these animals live in the artic. On this page (teacher points) there is a picture of the world and some words on different parts of the world. I am wondering if maybe this picture is trying to teach me where artic animals live. As I turn the page I see an owl and a baby. Wow I never knew that the baby owl looked so different from the mom.* * *Readers did you notice how I was carefully looking and pointing to the pictures on every page? And I thought about what the pictures might mean? Readers can do this when the find books or topics that they don’t know a lot about.* |
| **Active Engagement** | * *Let’s look at this next page.* * *I want you to just with your eyes study the picture and in your head think about what the picture might be trying to tell us. What is this picture teaching me about this topic?* * *Turn and tell your partner what you think that picture might be teaching us.* * *I heard some of you say that you saw arrows point to each picture and numbers next to the picture. Like right here there is a number one and a picture of some eggs, and then a number two and some babies and you were thinking maybe this is teaching us that baby owls are first eggs then they are babies then they get bigger and then finally turn into an adult owl.* * *Let’s try one more page…study the picture and in your head think, “What does this mean?” “What is this picture teaching me?”* * *Turn and tell your partner.* * *Readers, so much information about the book is in the pictures of informational books. By studying these pictures carefully and asking yourself, “What does this mean?” “What is this picture teaching me?” we can help ourselves learn about a new topic all by ourselves.* |
| **Link** | * *Today when you go off to read you might have an informational book that may be about a topic you know a little or nothing about. After you get your mind ready to read you can go through the book and carefully study the pictures just like we did. You can ask, “What does this mean?” “What is this picture teaching me about the topic?” This can help you as you learn about a new topic all by yourself.* |
| **Mid-Workshop Teaching Point** | * *Readers can I have you look over here. I want to share with you some thinking Joe did as he was studying his book. He was looking at the pictures in his book about Hawaii and was saying, “Cool, there is a volcano in this picture that must mean there are volcanoes in Hawaii.”* * *I am going to have Joe put a post-it on this page so he can share with his partner where he studied his pictures to learn about his topic. If you find a picture that taught you something about your book can you put a sticky note on that page so you can share it with your reading partner?* |
| **Partnerships** | * Readers today when you meet with your partner, if you really studied a page and put a sticky note on that page share with them what you taught yourself. If there was nothing knew about the book you were reading than share how you got your mind ready. Did you already know something about your book that helped you think about your topic? |
| **After-the- Workshop Share** | * Highlight a few students who had a topic they knew little about and studied the pictures to help them understand more about the topic. |

**Lesson Plan**

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| **Session** | **5** |
| **Concept** | **Readers work hard to read informational text.** |
| **Teaching Point** | **Readers can use patterns to predict each page.** |

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| **Materials** | |
| * Anchor Chart- Readers read using patterns in books used in unit 3 . See Resource materials packet for sample. | * Information book that has a pattern for demonstration. The book Short and Tall by Ruth Mattison, Pioneer Valley Press was used as an example. |

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| **Tips** | * This session refers to an anchor used in Unit 3 Pattern books. Students should be familiar with this chart from this unit. If you did not teach unit 3 you will need to pull a few lessons to support the understandings found in the chart. * If a few students are still struggling with patterns, teachers may want to consider to some small group shared reading to support this work. |

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| **Connection** | * *Readers remember when we were studying pattern books in our pattern book unit? We learned that 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 you we can use what we know about patterns to help when reading informational books. We can make predictions about what will come next by thinking about the way the pattern is going from page to page and thinking about what this book is teaching.* |
| **Teach** | * *Let’s look at this pattern book here, Short and Tall, by Ruth Mattison. I have looked at the title and looked at the pictures and I can see on the cover there is a short boy and a tall boy. I am starting to predict that maybe the pattern will be repeating that some things that are short and some things that are tall. I will probably learn what things are short and what are tall.* * *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 The building is tall. A ladder is tall too. Let me think for a minute…I’m predicting the next page (should be concealed or covered)…I think it’s going to say what is short … let’s turn and see… * Read page 3. * *Now, I’m predicting that page 4 will say something else that is short.. Let’s turn the page and see…* * Pointing under words read,” The pencil is short. A boy’s hair is short too.” * *Readers, my pattern was almost the same, wasn’t it…but it was just a little different….and it makes sense because I am learning about things that are short and things that are tall?* * Next pages should be covered or concealed |
| **Active Engagement** | * *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 the book is trying to teach us? Things that are tall and things that are short.* * *Think about the cover and my prediction…what might the next page say to stay with the pattern?* * *Turn and make a prediction with your partner.* * *Readers I heard Joe say that the next page was going to tell us some things that are tall.* * *Turn and predict the pattern.*   Share some of the ideas you hear with class and read next page. |
| **Link** | * *Readers, we can use just what we have learned to do in our fictions book we can do in our informational books too. We can predict the way the book will go by thinking about the pattern and then making a guess based on that thinking.* * *As you are reading some of your informational books see if there is a pattern that will help 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.* |
| **Mid-Workshop Teaching Point** | * Use interruptions to teach or coach needed management, procedures, and reading process work as you observe the needs of your class. |
| **Partnerships** | * *Today when you are meeting with your partner, I want you to share with them what your books are trying to teach you and if there is a pattern how the pattern works.* |
| **After-the- Workshop Share** | * *Let’s look at the ending of this book…it says, Look at the boy and the girl. The boy is tall. The girl is short.* * *Readers that pattern changed at the end didn’t it? That just shows us how we can need to look carefully at our pictures, use what we know about the pattern of the book and look carefully at the words to make sure we are right. Tomorrow we are going to review how we use all our strategies we know to help ourselves with informational books.* |

**Lesson Plan**

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| **Session** | **6** |
| **Concept** | **Readers work hard to read informational text.** |
| **Teaching Point** | Readers use all their strategies to read informational texts |

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| **Materials** | |
| * Readers use Strategies Bookmark- See resource materials packet. These strategies were introduced in unit 4. * Informational books for part | * Informational book to demonstrate using strategies. The book A Fruit Smoothie by Rose Lewis, Pioneer Valley Books was used as an example. |

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| **Tips** |  |

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| **Connection** | * *Readers, we have done lots of work thinking about what strategies readers use to help them read. We know that they can (review book mark from unit 4) they can think about what makes sense, they can look at the picture and the words, they can reread when things don’t sound right or look right. Well, all these strategies that we have used in our fiction books we can also use in our informational books.* * *Today I am going to show you how readers can use all the strategies they know to help themselves with informational books.* |
| **Teach** | * *I want you to watch me as I read my informational book and use the strategies I know to help myself with this book.* * *I’m going to read A Fruit Smoothie. First I am going to look at the title, the cover and at the pictures to get my mind ready to read. I know a little bit about fruit smoothies because my husband makes them every morning for my boys. Now I am going to start reading. “Here is a… hmm this is a big word but I can look at the picture and the word, I bet this is blender. That makes sense because we use a blender to make our fruit smoothies.* * *Watch me as I keep using my reading strategies to read more.* * Teacher reads more highlighting other strategies, eg. Reading high frequency words quickly, rereading, etc. * *Readers, did you see how as I was reading I used all my strategies to help myself read my informational book thinking about what the book was about, looking at the pictures and looking at the words, helped me read this book? I read the words I knew quickly, I had to reread because sometimes it didn’t make sense and I checked the pictures and the words. Readers do this in all the books they read.* |
| **Active Engagement** | * *Readers, I am going to give each partnership a new book. I’d like you and your partner, to do what I did.* * *I want you to take turns reading and using all the strategies we know to help ourselves. Don’t forget to get your minds ready to read first by looking at the title, cover and pictures and thinking about what you already know about that topic.* * Coach in and listen to the work * Collect books or allow readers to keep in bags |
| **Link** | * *Readers, I heard so many partners talking about the books in their hands. First getting their minds ready and then as they were reading using some strategies to help themselves.Today when you go off to read make sure you are using all your reading strategies to help yourselves read your informational books. I will notice if you are doing this work and hopefully, I can tell you about some of the readers who have tried this.* |
| **Mid-Workshop Teaching Point** | * *Readers, I see so many of you taking the time to think, look at pictures and look at the words before you begin your books and using your reading strategies! Keep working!* |
| **Partnerships** | * *Readers, today in partnerships, do what I did. Give your partner a tour of the book you are going to read to them. Tell them what the book is about, tell them a little about the pictures and tell them about the words you know and words you had to use a few strategies on…then read the book to them.* |
| **After-the- Workshop Share** | * *Readers, as you were reading I noticed that many of you were really thinking about your books and using all your reading strategies. I pick a few students that I want to share with you how they used their reading strategies to help themselves read their informational text.* |

**Lesson Plan**

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| **Session** | **7** | |
| **Concept** | **Readers work hard to read informational text.** | |
| **Teaching Point** | Readers tell the facts they have learned across their fingers | |
| **Materials** | | |
| * 2 Informational books for teach and active engagement. Example books used for demonstration are Frog Features by Sharon Callen, Leap by Capstone Press and Vehicles by Michele Dufresne, Pioneer Valley Press. | |  |

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| **Tips** | * Be looking for a few partnerships to demonstrate taking turns sharing their facts across their fingers. |

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| **Connection** | * *Readers I have been so impressed with all the talk and learning you have been doing with your informational books. There is so much to learn and discover about our world and informational books share these discoveries with us.* * *As we are reading informational books it is important that we stop and think about all the facts we have learned about in our reading. Today I am going to teach you how readers of informational books stop and think about everything they learned in their books and use their fingers to help them tell what they have learned.* |
| **Teach** | * *Watch me as I read this informational book called Frog Features. As I read I am going to make sure I am thinking about what I have learned.* * *First, I need to make sure to get my mind ready to read and use my strategies as I read.* * *This book is called Frog Features, I know a few things about frogs because I live on a river and we have lots of frogs there in the summer. As I look through the pictures I can tell I am going to learn about all the parts of a frog. O.k., now I am going to read and think about what this book is teaching me.* * Teacher reads and thinks aloud about what she is learning about the *topic and uses her fingers to demonstrate the facts being learned.* * *Wow, that was a great book, I learned so much about frogs. Watch me as I use my fingers to share with you some of the things I learned.* * Teacher holds up hand and demonstrates telling facts learned across her fingers*.* * *One thing I learned was that frogs have big eyes; another thing was that they have smooth skin, and long tongues…* Continue telling facts across fingers. * *Readers did you see how as I read I was thinking about what I was learning and when I was done I used my fingers to help tell all the new facts that I learned in my book?* |
| **Active Engagement** | * *We are going to try this with another book. I am going to read this book Vehicles for you and as I read I want you to be thinking about all the facts you are learning in this book so that you can tell these facts across your fingers.* * *Readers, as I read you can even start putting a finger up each time you hear a fact.* * *Now see if you can tell some facts across your fingers to yourself. Now turn and tell the person next to you some of those facts.* |
| **Link** | * *Readers our brains are filling with so much knowledge from these informational books we are reading we wanted to make sure we are keeping track of all the things we are learning. As you read today you can use your fingers to help you tell about all the facts you have learned.* |
| **Mid-Workshop Teaching Point** | * Highlight students taking on the teaching point or reinforce other management or routines. * *Readers, I want to share with you what I heard and saw Jonathon doing as he was reading…* |
| **Partnerships** | * *Readers today when you meet with your partners I want you to share the facts you learned in some of your books by using your fingers to tell about all that you have learned.* |
| **After-the- Workshop Share** | * *Readers is it great to show off all of your new knowledge to your friends. I noticed that Allison and Noelle were really doing a nice job as partners taking turns, listening and sharing their facts across their fingers. I am going to have them come up and demonstrate their great thinking and listening. As they demonstrate see if you can notice some of the ways they listen and share their facts.* * *Readers turn and tell the person next to you what you noticed about how Alison and Noelle…* |

**Lesson Plan**

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| **Session** | **8** |
| **Concept** | **Readers work hard to read informational text.** |
| **Teaching Point** | Readers share their learning with their partners. |

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| **Materials** | | |
| * Informational book for Teach. The book Frog Features by Sharon Callen, Capstone Press was used as a demonstration text. | | * Familiar informational text from read-aloud for active engagement. * Teacher photo for teach, see tips. |
| Tips | * The connection is based on a personal experience. Teachers may want to bring in some photos of their own or change the connection to meet their needs. * Student to help demonstrate teach will be needed for this session. | |
| Connection | * *Readers, last December I went on a really great vacation with my family. My sister and her family, my brothers and my Mom and Dad were even there. We took lots of pictures of our adventures. I even have a picture of my sons swimming with stingrays. Do you see the stingray right here and down here you can see the trainer. Look at how big the stingray is and its long barbed stinger? And right here are his eyes. We learned that their mouths are underneath their bodies.* * *Readers just like I taught you some cool facts and information about the stingray from my picture you can do this with your books too! Today I am going to teach you that you can open to a page or two in your book and teach your partner some facts or new words about your topic.* | |
| Teach | * *I want you to watch as I show you how I can teach a partner some facts or new words about some pictures in my book.* * *I have Sara as my partner and I am going to teach Sara some things I learned about Frogs.* * *Sara, on this page I want you to look right here at the legs of the frog. Do you see how long they can stretch out? Frogs have really long legs and you know what it can help them jump really far. This frog right here can jump more than three feet!!* * *Now I want to teach you some things on another page about the frog’s tongue and how sticky it is.* Teacher demonstrates. * *Readers, did you see how I turned to a few pages and taught Sara some things I learned about frogs? I used facts that I had learned like the frog can jump more than three feet and I used the words like “sticky”.* | |
| **Active Engagement** | * *Let’s try doing this on another book that we all know. (Teacher uses book that is familiar to all students and turns to a page that lends itself to talk about.)* * *I am going to open to this page right here in this book xxx that we thought was so awesome. Teacher may want to reread this page.* * *Now with the person sitting next to you, I want you to decide who is going to be partner A and who will be partner B.* * *Partner A, I want you to study this picture and turn and tell partner B some facts you learned about this picture. Remember to try and use some of the words the author used when you are telling your partner.* * *Now, I am going to turn to another page and this time partner B is going to teach partner A about the picture, making sure they are using the words and facts you learned about in the book.* | |
| **Link** | * *Wow Readers! You can teach so much to each other just from the pictures. Today as you are reading I want to see if you could maybe find a page or two that you would like to teach your partner about. You can put a sticky note on that page so you can get to that page right away when you meet with your partner.* | |
| **Mid-Workshop Teaching Point** | * *Readers, I am noticing that many of you are already finding some pictures that you want to talk about with your partner. I see lots of sticky notes in books that will help you find the page you want to share right away with your partner.* | |
| **Partnerships** | * *Partners, just like when we worked together in our mini-lesson, decide who will be partner A and who will be partner B. Then you can turn to your pictures in your books and begin teaching each other about the picture.* | |
| **After-the- Workshop Share** | * Highlight a partnership that was demonstrating taking turns, listening and teaching from the picture. | |

**Lesson Plan**

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| **Session** | **9** |
| **Concept** | **Readers problem solve when they encounter domain specific vocabulary** |
| **Teaching Point** | Readers ask “What does this word mean?” when they don’t know a word and try and find the answer |

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| **Materials** | |
| * Informational book for teach. This book should have some words to demonstrate thinking about what a word means. The book used as an example is Keeping Fit by Sean Finnigan, Pioneer Valley Press. | * Students should bring their book bins to the carpet for active engagement. * Sticky notes |

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| Tips | * The same informational book could be used for the teach and active engagement if the book lends itself to having more than one word that could demonstrate thinking about the meaning. |

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| **Connection** | * *Readers isn’t it exciting that you are all learning so many things about our world. One of the things you might be noticing as you are beginning to read new books is that you may come across some words that you have never seen before or even heard. For example if you were reading a book about plants you may find special words about plants parts or if you are reading about the planets you may find words that scientists who study the planets use.* * *Today I am going to teach you that when you do come across words that you have never seen before you can stop and ask yourself, “What does this word mean? And try and find answers in the text to help answer the question.* |
| **Teach** | * *I want to show you how I stop and ask myself what does this word mean when I come across a word I have never seen before. Watch and listen as I show you.* * *In this book, Keeping Fit, I was thinking right away about this word on the cover, “fit”. I can say this word but I don’t know what it means.* * *One thing I can do to try and find the answer is to look at the pictures and see if they can help me figure out the word. Let me try that…Hmm, I can see boy in the pool on the front cover looking at a stopwatch. Let me look at some more pictures and see if that helps. Inside, I can see some boys and girls rollerblading and doing yoga and running. I am wondering if the “fit” means to be healthy or in good shape. I can also read a few pages and see if that is what it means. Let me try.* Teacher reads a few pages and confirms*.* * *Readers as informational book readers we will always come across words that we might be able to read but really do not know what they mean. It is important that we don’t just keep reading but that we stop and ask ourselves, “what does that word mean?” Then we can look at the pictures and the words in the book to help us find the answers. Let’s try doing this together.* |
| **Active Engagement** | * *I know you have read many of your books in your book bins but I want you to pull out a book now and reread it again. As you reread your book I want you to really be thinking about the words and ask yourself, “do I know what all of these words mean?” You might have read all the words but have you stopped to ask, “What does this mean?”* * *Pull out a book right now and start reading a few pages and see if there are some words on the pages that might make you stop and ask, “ what does this mean?”* * *If you find a word see if you can study the pictures and read a few pages to help yourself answer your question.* * *I am going to give you some sticky notes so you can put a sticky on the page with the word you stopped to think about what a word meant.* * Teacher may need to coach into this work moving around to students. * *Give me a thumbs up if you found a word that made you stop and think? See if you can put a sticky note on that page.* * *Quickly turn to the person sitting next to you and share the word and what you did to help answer what the word meant.* |
| **Link** | * *Readers today as you go off to read I want you to be thinking and stopping when you get to a word that you are not sure of what it means. Be sure to put a sticky note on that page because when we move into partnerships you can share with your partner the work* |
| **Mid-Workshop Teaching Point** | * *Readers, let me share with you what Jodi did when she was reading. I was walking by when I heard her say, “what does that mean?’ and then I heard her making some guesses as to what it means and then she read a bit to make sure she was right.* * *Keep working hard on those words! Try and pop a sticky note on the page with the word so you can share it with your partner.* |
| **Partnerships** | * *When you move into partnerships be ready to share a page where there was a word you had think hard about to find out what it really means.* |
| **After-the- Workshop Share** | * *Readers we worked hard on really thinking about what the words in our books meant. Sometimes we could read the words but we were not always sure what they meant. That is really important work because as readers the most important thing that we do as readers is to make sure we understand what we are reading.* * *Tomorrow I am going to show you what to do when you may not even know how to read the word how to help yourself.* |

**Lesson Plan**

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| **Session** | **10** |
| **Concept** | **Readers problem solve when they encounter domain specific vocabulary** |
| **Teaching Point** | Readers look closely at pictures to guess what a word might mean |

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| **Materials** | |
| * Informational book with some domain specific vocabulary that may be unknown to students for the teach portion of lesson. The book used in this session is About Penguins by Kris Bonnell, Reading Reading books. |  |

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| **Tips** |  |

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| **Connection** | * *Readers, yesterday we spent some time thinking about some of the words in our information books. We learned that sometimes we can read the words but we don’t always know what they mean. Well what might happen if we get to a new word in our books and we can’t read the word?* * *Today I am going to teach you how when readers get to a word they don’t know or can’t read they can look closely at the pictures and take a guess at what that word means.* |
| **Teach** | * *I have a book called About Penguins. As I was reading I got to this page and there was a really tricky word. I couldn’t read the word (flippers) and I wasn’t sure what it means. Watch as I show you what readers can do when this happens.* * *First the sentence before this word (flippers) says that Penguins do not have wings. They have (flippers). Well I don’t know that word but I could take a guess at what it means by using the words and the pictures. There is a picture of a penguin and I can see that it doesn’t have wings but instead it has these black things coming out the side of its body and he is not flying but diving into the water. I am thinking this word here might mean these black things coming out of the body of the penguin that helps them swim.* * *Readers, I did not know this word but I could study the picture and think about what the rest of the words are saying and take a guess at what the word might mean.* |
| **Active Engagement** | * *Let’s try this together. Take a look at this page. I am going to read a bit and stop at a word that I may not know. Some of you might know the word but try and pretend you don’t and see if you can think about the words and pictures to figure out what it means.* * *Teacher picks another page for students to problem solve.* * *It says on this page that A baby penguin is called a (chick), hmm… I am not sure what that word is?* * *Readers think about what I have read so far, “ a baby penguin is called a …” now look at the picuture and think what could that word mean?* * *Turn and tell your partner* * *Teacher may need to coach in with prompts “ try saying the picture looks like a …, the words are telling me…”* * *Readers I heard some partners saying that it looks like a baby bird and this word must mean a baby penguin.* * *Readers did you see how even though we didn’t know how to read the word we could still guess at what it means by studying the picture and taking a guess based on the picture?* |
| **Link** | * *Readers when you are reading informational book you may come across words that you can read but don’t know the meaning or you may not be able to read them at all just like we learned today. Remember, one thing we can do is to make sure we are thinking about what that word might mean by studying the picture and the words in the sentence and asking, what does this mean?* * *If you come across a word that makes you stop and think about its meaning try and put a post-it on that page so you can share your thinking with your partner.* |
| **Mid-Workshop Teaching Point** | * *Readers when I was conferencing with Will he told me that he was working on a tricky word (Frost). He was looking at the picture and thinking that he saw a little bit of snow or ice crystals on the flower but it wasn’t snowing on the flower so maybe this word that he didn’t know means ice crystals or like snow.  Will was really thinking about what that word might mean.* * *Readers do this when they are not sure what a word is or what it means.* |
| **Partnerships** | * *As we move into partnerships, we are going to share any words that may have been tricky for us but we may have used the pictures and the words to help us understand what the word means.* |
| **After-the- Workshop Share** | * *Readers I picked a few readers that had a few tricky words they had to guess what they meant. I want them to show you how they guessed at their words by using the pictures and words to understand the meaning.* |

**Lesson Plan**

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| **Session** | **11** |
| **Concept** | **Readers read, process and think about informational text** |
| **Teaching Point** | Readers study the parts of the pictures and think about how the parts in the picture go together. |

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| **Materials** | |
| * Student to help with demonstration in teach * Informational book for teach with strong picture support. The book used as an example is Mars by Sharon Callen, Capstone Classroom. | * Chart paper to create Anchor Chart- Informational Readers Use Pictures to Think About What’s Happening |

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| **Tips** | * Partnership work will start first in this session to reinforce teaching point * Pointing and talking into the pictures would be a great at home reading piece for students to do with parents. |

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| **Connection** | * *Readers last night my son and I were looking at his new National Geographic magazine that he got in the mail. He gets so excited each month when this magazine comes. In his magazine he just got it was about Cougars, Tough Cats. Well as we were looking at the magazine we were talking about the pictures and we were pointing to the cougar and noticing just how big he was compared to the bobcat. There was also a map on the page and my son noticed that cougars live in North America in states that had lots of trees and forests. We were surprised that a cat this big lived in the United States. We were thinking that seeing how big the cougar was and where they lived made us think that a wooded area would be a good place for the cougar to live because there would be shelter and food in forests. These pictures really helped us think a bit more about the cougar and his habitat.* * *Readers by pointing to the pictures and thinking about how the pictures go together can help you learn even more about your topics. Today I am going to show you how when we talk about the pictures by pointing and commenting on what we see and how the pictures go together we can help understand the big idea the author is trying to teach us.* |
| **Teach** | * *I asked Jenna if she would be my partner today as I show you how you can point and talk about the pictures with your partner. Watch as we talk about the pictures in this book called Mars.* * *On this page I see lots of planets. Look right there I see Mars. It looks pretty small. What do you noticed Jenna? There is a planet even small than Mars and some bigger. I am starting to think that this page is trying to teach us that Mars is one of many planets and when comparing it to the other planets it is one of the smallest. (Teacher may need to lead the partner a bit to get talking about the picture, could tell partner to say, “I see…” “This part is telling me…”* * *Let’s try another page Jenna. On this page I see three pictures of Mars. This picture looks like it has ice on Mars. What do you see? (Rocks, sand). I am thinking these pictures tell us all about what Mars might look like.* * *Readers, as Jenna and I worked together we pointed to the pictures and said what we saw in the pictures and what all the pictures were trying to tell us. We pointed to the pictures and said things like, “I see.., this picture and this picture are telling me...”* |
| **Active Engagement** | * *Let’s try turning the page and see if we can talk about what we see with our partner. See if you can pointing to the picture and say , “I see…this picture and this picture are telling me…”* * *Readers I saw many of you pointing and saying that Mars is right here and there are two moons over here. These pictures are telling me that even though Mars is small it has two moons and one of the moons is smaller than the other.* * *Readers do this when they are reading to help understand some of the big ideas the author is trying to teach you. We can point to the pictures and say what we see and we can think about how the pictures go together to teach us even more.* |
| **Link** | * *Readers today we are going to move into partnerships first and do some of this work of talking about what we see in the pictures, by pointing and saying how the pictures go together.* |
| **Mid-Workshop Teaching Point** | * *Teachers may need to use this time to refocus group back into their independent reading since partnerships were done first.* |
| **Partnerships** | * *First we are going to decide on one book to look at together. After you have found your one book you can start taking turns pointing to the pictures and saying what you see.* |
| **After-the- Workshop Share** | * *Teacher could do a fishbowl and have a pre-picked partnership demonstrate the work done in partnerships.* * *Readers today in partnerships I saw many of you pointing to the pictures, I heard you saying things like this part of the picture and this part of the picture tell me…* * *This is what informational readers do the see more in the pictures than what is in the text. I am going to make a chart of this talk that we did today so we can use it to help us when we a thinking about the big ideas of our books.* |

Sample of possible anchor chart. This chart should be co-constructed with students.

Informational Readers Use Pictures to Think about What’s Happening

They say…

* I see…
* This part and this part tell me…

**Lesson Plan**

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| **Session** | **12** |
| **Concept** | **Readers read, process and think about informational text** |
| **Teaching Point** | Readers use the words and the pictures to understand the text |

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| **Materials** | |
| * Informational book for demonstration during teach. The book used as an example in this session is About Dragonflies by Kris Bonnell, Reading Reading Books. | * Anchor chart- Informational Readers Use Pictures to Think About What’s Happening |

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| **Tips** |  |

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| **Connection** | * *Readers do you ever wonder why informational writers put so many pictures in their books? This is not always true in fiction books. I want to show you two books that I have been reading. This book is a chapter book and look it has no pictures. In this book I have to think and picture what might be happening but in this informational book it has lots of pictures. That’s because there is a lot of information and facts to learn and the pictures in these books help us with this learning.* * *Today I am going to teach you that after we read the words in our text we can study the pictures and user them to help us understand what the words say.* |
| **Teach** | * *Watch as I show you how I am going to read this book Dragonflies and stop after I read to look at the pictures to see if they can help me understand what the words say.* * *I am going to read this first page and then I am going to look at the pictures and see if the pictures help me understand what the words are saying.* * *On this first page it says, “Dragonflies have two big eyes. They can see very well.” Hmm… let me look at the picture and see if it helps me understand these sentences. I can see the dragonflies and wow, look at his eyes. They are not only big but they cover its entire head. No wonder they can see well.* * *Watch as I turn the page, read the words and use the picture to help me understand the words. On this page it says, “Dragonflies have four wings. They can fly up and down and side to side.” Now I am going to look at the picture. What do I see happening here? How does that work? I can see the four wings but look at how long they are. The wings are almost as long as the dragonfly. I can see how having these big wings would help it fly all different ways.* * *Readers, did you see how I read the words and then I looked at the picture to help me understand what was happening?* |
| **Active Engagement** | * *I am going to read the next page to all of you. Then you are going to see if you can use the words and the picture to help you understand the text.* * Teacher reads another page. * *Now I want you to really study this picture and think about what I just read. Ask yourself, “ what is happening here in the picture? How does this help me understand the words in the book?”* * *Readers I heard some of you saying that the book said dragonflies stand on their legs to hold on to things and that you could see that it could hold on to things that were so tiny and small that it must have some pretty strong legs.* |
| **Link** | * *Readers today when you go off you can be thinking more about your pictures too.* |
| **Mid-Workshop Teaching Point** | * Reinforce mini-lesson or behavior if needed**.** |
| **Partnerships** | * *If needed, remind readers of the partner procedures. Taking turns, one book out at a time, one person reading unless the plan is to read together.* |
| **After-the- Workshop Share** | * *Readers, let’s look at our chart we created yesterday called, Informational Readers Use Pictures to Think About What’s Happening. Let’s review some of the things we can use pictures for…* * *I thought we could add what we worked on today that we add what we did today. Today we read the words and asked things like, What’s happening here, or the words are telling me… the picture is telling* **me…** |

Sample of possible anchor chart. This chart should be co-constructed with students.

Informational Readers Use Pictures to Think about What’s Happening

They say…

* I see…
* This part and this part tell me…
* What’s happening here?

**Lesson Plan**

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| **Session** | **13** |
| **Concept** | **Readers read, process and think about informational text** |
| **Teaching Point** | Readers can talk about how the pictures add to their understanding |

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| **Materials** | |
| * Informational book with strong picture support that offers more information than just what’s on the page. The book used as an example is Animals on the Farm by Carlota Cruz, Pioneer Valley Books | * Anchor Chart- Informational Readers Use Pictures to Think about What’s Happening |

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| **Tips** | * For sessions 15-17 partners will need to be selecting books of similar topics. Depending on the books teachers have in their libraries the topics may be broad (animals, places, family) or more focused (insects, mammals, etc.). |

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| **Connection** | * *Readers, yesterday we learned that we can use the pictures in informational books to help us understand the words in the book. We read the page and then we looked at the picture to try and make sense of what we read.* * *Today I am going to teach you how as readers of informational text we can use the pictures to not only understand what we read but also to make us think even more about the words or add to our learning.* |
| **Teach** | * *Watch as I show you how readers read and then look at the pictures to add on to the information they learned from the book.* * *I have this book called Animals on the Farm I am going to read this page and the words say, “ Here is a farm.”, I see in the picture a barn and it makes me think that on a farm there is a barn and fences and I can see this tall thing next to the barn I think it’s called a silo. So even though the words only say, “Here is a barn,” there was more to think about by looking at the picture.* * *Did you see how I read the page (begin adding to chart) and said, “the words say…” then I looked at the picture and said, “I see in the picture…” and then I thought and said,” this makes me think….”* * *Watch as I do this on the next page.*Teacher repeats using the prompts added to chart**.** * *Readers, sometimes when we read and study the pictures we can add on to the information we already read. We can think even more about the picture then from what we just see.* |
| **Active Engagement** | * *Let’s try this together on another page. I am going to read the words and then I am going to have you**look at the picture and think about the picture and what it makes you think about. Then you will take turns telling the person next to you.* * *On this page it says….* * *You say, the words on this page say…. (*tell partner*)* * *Now look at the picture and say, I see in the picture…. (*tell partner*)* * *Next you can say, this makes me think….(*tell partner) |
| **Link** | * *Readers we know lots of ways to use the pictures to think about the information we are learning. Today we learned that we can think even more about the words and add to our learning. Today as you are reading I want you to try and use these words we practiced together. As you read you can say (Teacher refers to chart).* * *I can’t wait to hear about all the good thinking you will be doing. I will come around and find out what you are learning more about in your books***.** |
| **Mid-Workshop Teaching Point** | * Highlight a student demonstrating the mini-lesson teaching point. Review chart. |
| **Partnerships** | * *Readers as you move into partnerships I want you to share with your partner a page in one of your books that made you think even more about the words. A page where you added to your learning. You can turn to the page and say* (refer to chart). |
| **After-the- Workshop Share** | * *Readers, you are becoming so smart! Think of all the great information you are learning from your informational books. Let’s review our chart and ways we use pictures to think about what’s happening in our books***.** |

Sample of possible anchor chart. This chart should be co-constructed with students.

Icons and gestures would be supportive for Kindergarten readers.

Informational Readers Use Pictures to Think about What’s Happening

They say…

* I see…
* This part and this part tell me…
* What’s happening here?
* The words say….I see in the picture…this makes me think

**Lesson Plan**

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| **Session** | **14** |
| **Concept** | **Readers read, process and think about informational text** |
| **Teaching Point** | Readers reread to make their reading smoother and stronger |

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| **Materials** | |
| * Informational book to demonstrate during teach portion of lesson. The book used as an example is Australian Animals by Sharon Callen, Capstone Publishing | * Have students bring their book bins to the carpet for active engagement. |

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| Tips | * For session 15, teacher will need a baggie of books on similar topics. A student will be used to demonstrate the teach portion and will need to have also read the books in the baggie for tomorrow. Teacher may want to meet with student ahead of time to read the books with the student to prepare for session. This would be a great session to video for subsequent years. |

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| **Connection** | * *Readers, usually when I get home from work my two boys have homework. They like to sit in the kitchen to do their work, so I usually am making dinner while they are working. The other day my son was asking me a question about his social studies. I wasn’t really sure what the answer was so I asked him to read me the page. He read it out loud but I still wasn’t sure what the words were saying so I had him read it to me one more time. After reading it a few times then I figured out what the words meant.* * *Readers, we know that when we read it is important to make our reading smooth and sound like we are talking but it is also important that we understand what we have read. Just like using the pictures helps us understand the words even more, so does rereading.* * *Today I am going to show you how readers not only reread to make their reading smooth but they also reread to make their reading stronger so they can understand and learn about the topic!* |
| **Teach** | * *I want you to watch as I read some pages in this book called Australian Animals.* * Teacher reads 3-4 pages and stops. * *Wow, there are so many cool facts and lots of information but I need to read this a few more times because I am not sure I understand everything this author is trying to teach me about Australian Animals. Let me read these pages again.* * *Now that I read these pages over a few times, I feel like I understand what this author is trying to teach me. The first time my reading wasn’t really strong, I only learned a little bit but now that I have read it again I feel really strong about my reading and understanding.* |
| **Active Engagement** | * *Readers, I want you to take an informational book out of your book bin. I want you to read your book and when you are done I want you to ask yourself, was my reading strong? Did I learn everything this author wanted to teach me about this book? If not, then I want you to read the book again and ask yourself again, was my reading strong, did I learn more this time?* * Students read * Readers give me a thumb up if you had to reread your book? Give me a thumb up if you felt your reading was stronger when you read it again. |
| **Link** | * *Today as you are reading I want you to be thinking about being a strong reader. When you finish your books ask yourself if you felt your reading was strong and if it wasn’t than you know how to make it stronger by rereading your book.* |
| **Mid-Workshop Teaching Point** | * Possibilities- check in on management, mini-lesson reinforcement, or routines. |
| **Partnerships** | * *Readers as you move into partnerships, see if there is a book you can share with your partner that you were a strong reader. Share that book with your partner and tell them what you learned when you reread your book again.* |
| **After-the- Workshop Share** | * *Readers, today I want you to think about what you are doing in your reading that is powerful. Are you thinking before you read about everything you know? Are you looking at the pictures and words? Are you asking questions about the pictures? Are making sure your reading is strong?* * *Turn and tell your partner what you are doing that makes your reading powerful.* |

**Lesson Plan**

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| **Session** | **15** |
| **Concept** | **Readers compare and contrast more than one book about a topic** |
| **Teaching Point** | Readers look for things that are the same across different books |

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| **Materials** | |
| * Book bins with books on similar topics for demonstration. One for teacher, one for the student. | * Student to help demonstrate teach portion of lesson. * Students sitting next to partners with book bins to carpet. |

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| Tips | * The final bend of this unit will ask students to combine their learning from more than one book and how to compare and contrast books. * For this final bend, partners will need to be selecting books of similar topics. Depending on the books teachers have in their libraries the topics may be broad (animals, places, family) or more focused (insects, mammals, etc.). * These last three sessions will ask partnerships to follow the mini-lesson. |

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| Connection | * *Readers we have spent the past few weeks thinking about how to study and learn from our informational books. For these next few lessons we are going to be using everything we have learned about studying informational books and comparing them with our partner’s books.* * *Today, I am going to teach you how we can work with our partner and compare what is the same about our books.* |
| Teach | * *We are going to compare our books with our partner by playing a game called, “Same and Different.” Today we are going to do the same part and tomorrow we will do different.* * *I asked Jack if he would be my partner for this game. Jack has his bin of books that he has read and I ha ve my bin of books. We are going to each take out a book that is about the same topic.* * *Jack picked a book about insects, called Dragonflies. Now he is going to say, “I have a book about insects, do you have a book about insects?”* * *So I am going to pick a book about insects too. I am going to pick a book called, Bees.* * *Next we are going to sit side by side with our books in front of us. We are going to flip the pages one by one and notice what is the same about our books. We might say things like, “Look at this page. This page is just like your page” or “our books are both about” or “my pages go like your pages.”* * *Watch as Jack and I do this.* Teacher and student demonstrate. (Point out pictures, pattern, information) * *Readers did you see how Jack and I first picked a book about a similar topic and Jack said, “I have a book about insects, do you?” Then we went through the pages and noticed what was the same in our books?* |
| **Active Engagement** | * *We are going to try this with our partner. I want you to sit next to your partner and decide who will pick the book first.* * *Next, I want the person picking the book to say, “ I have a book about…, do you?* * *Now you can sit side by side with your books in front of you. Turn just a few pages and see if you can start to see things that are the same in your books.* * Give students just a bit to try on a few pages. * Readers, I liked how I saw partners picking their books out quickly and asking their partners if they have a book with the same topic. If your partner does not have a book, you will have to pick another one. |
| **Link** | * *Readers, I am going to stop you for just a moment. Today we are going to start our readers workshop with partnerships. So we are going to stay right where we are with our partner. I am going to have you continue talking about what is the same about your books as you flip the pages and then the partner who did not choose the book can choose the next one.* |
| **Mid-Workshop Teaching Point** | * Use this time to reinforce the partnership work that is happening and transition to independent reading. |
| **Partnerships** | * See link |
| **After-the- Workshop Share** | * *Readers, I saw many of you noticing so many things that were the same with your books. You looked carefully at each other’s books and noticed that sometimes there were pictures with the same animals, or the pattern was the same, etc.* * *Tomorrow we are going to continue this game but instead of looking for things that were the same we are going to look for things that are different.* |

**Lesson Plan**

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| **Session** | **16** |
| **Concept** | **Readers compare and contrast more than one book about a topic** |
| **Teaching Point** | Readers look for things that are different across different books |

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| **Materials** | |
| * Book bins with books on similar topics for demonstration. One for teacher, one for the student. | * Student to help demonstrate teach portion of lesson. * Students sitting next to partners with book bins to carpet. |

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| **Tips** | * The final bend of this unit will ask students to combine their learning from more than one book and how to compare and contrast books. * For this final bend, partners will need to be selecting books of similar topics. Depending on the books teachers have in their libraries the topics may be broad (animals, places, family) or more focused (insects, mammals, etc.). * These last three sessions will ask partnerships to follow the mini-lesson. |

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| **Connection** | * *Readers, yesterday we learned a game called, “Same and Different.” However, we only played part of that game. We looked at our books and talked about things that were the same.* * *Well today I am going to teach you how to play this game again but this time we are going to talk about things that are different.* |
| **Teach** | * *I asked Jack to help me again with this game. I want you to watch as Jack and I play the same and different game but this time talking about what is different.* * *Jack is going to start. “I have a book about insects, do you?”* * *“Yes, I have a book about insects.”* * *Next we are going to sit side by side with our books in front of us and slowly flip the pages so we can see what is different about our books.* * Demonstrate talking about differences (pattern, pictures, information, etc.) * *Readers did you see how Jack and I first picked a book about a similar topic and Jack said, “I have a book about insects, do you?” Then we went through the pages and noticed what was different in our books?* |
| **Active Engagement** | * *We are going to try this again with our partner. I want you to sit next to your partner and decide who will pick the book first.* * *Next, I want the person picking the book to say, “ I have a book about…, do you?* * *Now you can sit side by side with your books in front of you. Turn just a few pages and see if you can start to see things that are the different in your books.* * Give students just a bit to try on a few pages. * Readers, I liked how I saw partners picking their books out quickly and asking their partners if they have a book with the same topic. If your partner does not have a book, you will have to pick another one. |
| **Link** | * *Readers, I am going to stop you for just a moment. Today we are going to start our readers workshop with partnerships. So we are going to stay right where we are with our partner. I am going to have you continue talking about what is different about your books as you flip the pages and then the partner who did not choose the book can choose the next one.* |
| **Mid-Workshop Teaching Point** | * Use this time to reinforce the partnership work that is happening and transition to independent reading. |
| **Partnerships** | * See link |
| **After-the- Workshop Share** | * *Readers, one thing I noticed during partnership work is how well you were taking turns listening to each other and helping each other with noticing what was the same and what was different. I asked Spencer and Caleb if they would demonstrate their partnership work today.* * *As they demonstrate I want you to notice where their bodies are, and how they take turns.* * Students demonstrate. * *Turn and tell your partner what you saw Caleb and Spencer doing with their bodies, with taking turns.* * *Readers whenever we work with partners we need to make sure we have our books where each of you can see them and need to think about how we take turns.* |

**Lesson Plan**

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| **Session** | **17** |
| **Concept** | **Readers compare and contrast more than one book about a topic** |
| **Teaching Point** | Readers tell partners what they have learned about their different topics |

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| **Materials** | |
| * Book bins with books on similar topics for demonstration. One for teacher, one for the student. | * Student to help demonstrate teach portion of lesson. * Students sitting next to partners with book bins to carpet. |

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| **Tips** | * The big idea of this lessons is for students to understand when it comes to learning there are many voices and thoughts about a topic. Students will move from book to book taking turns saying a sentence or two about the topic. |

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| **Connection** | * *Readers we have been reading and talking with our partners about our books and how some of the information is the same and some is different. When Jack and I were talking about our insects books we noticed that our books were the same because the pattern was the same but some of the information about our insects was different, for example each of our insects eat different things.* * *Today we are going to take a look at our books with our partners and think about what we have learned about our topics. Sometimes people read the same book but learn some slightly different things about their book. That is the great thing about learning and listening to each other is that we can listen to what others have learned which will help us understand the topic even more.* |
| **Teach** | * *I asked Jack to help me one more time. Since we have been looking at what is the same and different now we can think about what we have learned about our topic.* * *We are going to pull out our books on the same topic. We can set our books side by side again and then we can ask ourselves, “What did we learn about the topic in this book?”* * *In this book I learned…(*teacher*). Now it is Jack’s turn. (*student*) In this book I learned….* * *Readers, did you notice that I learned some different things about the book Dragonflies then Jack? And Jack also learned a few different things that I learned.* |
| **Active Engagement** | * *We are going to try this again with our partner. I want you to sit next to your partner and decide who will pick the book first.* * *Next, I want you to decide who will go first.* * *Now you can sit side by side with your books in front of you. The person who is going first will begin by saying, “ in this book I learned…”. Then your partner will go next and they will say, “ in this book I learned…”* * Give students time to practice with one book. * Readers, I liked how I saw partners picking their books out quickly and asking each other who would like to go first. Then starting by telling each other what they have learned. |
| **Link** | * *Today we are going to start our readers workshop with partnerships. So we are going to stay right where we are with our partner. I am going to have you continue talking about what you learned in your books as you flip the pages and then you can pick another book to talk about.* |
| **Mid-Workshop Teaching Point** | * Use this time to reinforce the partnership work that is happening and transition to independent reading. |
| **Partnerships** | * See link |
| **After-the- Workshop Share** | * *Readers, you should all be so proud of the great learning and thinking you did with your informational books. You have worked with your partners and shared all your learning about your books that were similar and different. Tomorrow we are going to wrap up our unit by sharing this learning with others.* |

**Lesson Plan**

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| **Session** | **18** |
| **Concept** | **Readers compare and contrast more than one book about a topic** |
| **Teaching Point** | Readers celebrate by sharing their big learning |

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| **Materials** | |
| * Teacher examples of possible ways to share new learning. | * Paper, poster board, markers, etc for sharing their learning. |

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| **Tips** | * This session is not about creating a project rather it is about the process of discovering new information and sharing that information. * There are many possible ways for partnerships to share the information they discovered. Students could share what they have learned orally, on posters, ipads, etc. They could share with their own class, other partnerships (this may be the quickest), or other classes. * Teacher may want to take pictures or videotape and use as examples for following years. |

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| **Connection** | * *Readers, I am just so excited about all the great work you all did in this unit. We not only read informational text, we asked questions, we wondered and grew ideas. Today as we wrap up this unit we are going to share our great work with others.* |
| **Teach** | * *We learned some really interesting facts and information in this unit. Now we are going to share this information with others. We are going to work with our partner to do this work.* * *I am going to show you some possible ways to share your learning but you might even think of a better way.* * *I was thinking about one of the partnerships and they found out some interesting things about farm animals. They learned what animals live on a farm, some people who work on the farm. That is really important learning that they may want to share. So they may decide to share their new learning by making a poster or they could just use their books and put some sticky notes on the pages they want to share. There are lots of options. But it is important to decide a few things first.* * *The first thing the partnership would have to do is…*  1. *Think what do we want to share?* 2. *How will we share it?* 3. *Make a plan (Joe creates the picture, Eli does the color, etc.)* |
| **Active Engagement** | * *I want you to turn to your partner and think about these things…*  1. What do we want to share 2. How will we share it 3. What is our plan |
| **Link** | * *So today when we move into our partnerships we will begin putting together our new learning in a way so that we can celebrate with others.* * Remind readers of the ways we care and cooperate with and for our partners. * Move to partnerships first. |
| **Mid-Workshop Teaching Point** | * Share out some plans |
| **Partnerships** | * Partners will work on their plan for sharing new learning. |
| **After-the- Workshop Share** | * Partnerships prepare to share new learning with others. |