

## Unit 2: Learning about Books

### Introduction

“Virtually all kindergarten students enter their first real classrooms wide-eyed and eager to learn. They “take to” learning like fearless adventurers on an undiscovered trail, absorbing new information and mastering new processes with aplomb.” (*Reading and Writing Grade by Grade: New Standards*, NCEE)

Learning about Books is designed to support students as they learn to read, write, and enjoy books. They learn to listen to books as you read aloud, coming to understand the meaning of the story and the process of using words and pictures to uncover the authors’ ideas. They learn to make connections between books and their own lives and listen for important ideas. Every new book offers something new to learn, and this unit provides lessons on using print and picture clues and finding word boundaries, as well as lessons such as discussing books with partners and asking themselves questions while reading.

During Writing Workshop, students continue to learn about books as they compose their own books, often using mentor texts such as ABC, number, color, and lift-the-flap books as models. Students work together and independently to create their books, supported by good instruction and touchstone texts.

The lessons included in this unit are meant to serve as a framework; there is room for your judgment and changes based on your class’ experience and personalities. Give some thought to what Reading and Writing Workshops lessons support your students as they are immersed in reading and writing books.

New Standards are listed beneath Colorado standards in the right column. Your *New Standards for Speaking and Listening* and *Reading and Writing* should be your constant companion and guide.

- ⊕ Cultural Competency (CC) connection—The lessons throughout this unit are deliberately designed to promote the goals of cultural competency. This icon identifies strategies and materials that address these goals.
- ★ English Language Learner connection—These planning guides were written to intentionally integrate transitioning English language learners’ needs. The star symbol indicates a strategy and/or additional support essential for transitioning English language learners and embedded throughout the lessons. These suggestions may also benefit other learners. The Notes column shows details and reminders related to English language learners’ strategies, as well as additional information for teachers working with different student populations.

### Standards

- Standard 1: Students read and understand a variety of materials.
- Standard 2: Students write and speak for a variety of purposes and audiences.
- Standard 3: Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- Standard 5: Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources.
- Standard 6: Students read and recognize literature as a human experience.

#### Reading Workshop: Big Ideas

- Continue to make text-to-self connections based on individual cultures and experiences.
- Build oral language and vocabulary.
- View themselves as members of a diverse and respectful community of readers.
- Use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others.
- Continue to develop understanding of concepts of print.
- Begin to understand comprehension strategies (identify important ideas).

#### Writing Workshop: Big Ideas

- View themselves and perform as authors in a diverse and respectful community of writers.
- Continue to understand common elements of books across cultures to “make stuff” in Writing Workshop.
- Use rituals, routines, and tools respectful of diverse cultures to work independently and with others.
- Begin to make text-to-self connections based on individual cultures and experiences.
- Build oral language and vocabulary.
- Tell, draw, and write as best they can stories from their families, communities, and diverse cultural backgrounds.
- Begin to understand comprehension strategies (identify important ideas).

## Reading Resources

- America's Choice, *The First 30 Days: Readers Workshop Lessons*, Kindergarten
- *Making Meaning*, Kindergarten
- *When Sophie Gets Angry—Really, Really Angry/Cuando Sofia se enoja, se enoja de veras* by Molly Bang
- *Today I Feel Silly and Other Moods that Make My Day/Hoy día me siento tonta y otros estados de ánimo* by Jamie Lee Curtis
- *Mean Soup* by Betsy Everitt
- *What Is Green?/¿Qué es verde?* by Swartz and Swartz
- Song "Green/Verde"
- *King of the Playground* by Phyllis Reynolds Naylor
- *The Recess Queen* by Alexis O'Neill and Laura Huliska-Beith
- *Que montón de tamales!* by Gary Soto
- *Abuela* by Arthur Dorros
- *En mi familia* by Carmen Lomas Garza
- *I Was So Mad* by Mercer Mayer
- *Fernando furioso* by Hiawyn Oram
- *Ebb and Flow and the New Friend* by Jane Simmons
- *Ginger* by Charlotte Voake
- *Un problema grande* by Xose Gonzalez
- *Aaron and Gayla's Alphabet Book* by Eloise Greenfield
- *El alfabeto de Alberto y Zoila* by Kristen Keating
- *The Tenth Good Thing about Barney* by Judith Viorst
- *Nana Upstairs, Nana Downstairs* by Tomie dePaola
- *Carl's Sleepy Afternoon* by Alexandra Day
- *Ten Little Puppies/Diez perritos* by Elena Vazquez
- *Chester's Way* by Kevin Henkes
- *Tacky the Penguin/ El pinguino Taky* by Helen Lester
- *Don't Need Friends* by Carolyn Crimi
- *Owen* by Kevin Henkes
- *Noisy Nora* by Rosemary Wells
- *¡No David!* by David Shannon
- *I Love You So Much* by Carl Norac
- *Little Tiger's Big Surprise* by Julie Sykes
- *¡No quiero ir a dormir!* by Julie Sykes

## Writing Resources

- America's Choice, *First 30 Days: Writers Workshop Lessons*, Kindergarten
- *About the Authors* by Katie Wood Ray
- *Making Meaning Teacher's Guide*
- *When Sophie Gets Angry—Really, Really Angry/Cuando Sofia se enoja, se enoja de veras* by Molly Bang
- *Hoy día me siento tonta y otros estados de ánimo* by Jamie Lee Curtis
- *Aaron and Gayla's Alphabet Book* by Eloise Greenfield
- *El alfabeto de Alberto y Zoila* by Kristen Keating
- *African Animals ABC* by Philippa-Alys Browne
- *I Was So Mad* by Mercer Mayer
- *Fernando furioso* by Hiawyn Oram
- *Ten Little Puppies/Diez perritos* by Elena Vazquez
- *Uno, Dos, Tres* by Pat Mora
- *What Is Green?/¿Qué Es Verde?*
- "Lift-the-flap" books, such as the *Spot* series
- *Noisy Nora* by Rosemary Wells
- *¡No David!* by David Shannon

Lessons 1-5	Reading Workshop	Lesson 1: Hearing and Discussing a Story with Partners ★	Lesson 2: Making Text-to-Self Connections ★	Lesson 3: Making Text-to-Self Connections Independently ★	Lesson 4: Finding Word Boundaries ★	Lesson 5: Charting Text-to-Self Connections ★
	Writing Workshop	Lesson 1: What's in a Book? I ★	Lesson 2: What's in a Book? II ★	Lesson 3: What's in a Book? III ★	Lesson 4: Knowing When a Book Is Finished ★	Lesson 5: Reading Response I ★ ⊕
Lessons 6-10	Reading Workshop	Lesson 6: Listening to and Discussing a Story with Partners I ★	Lesson 7: Adding to the "Making Text-to-Self Connections" Chart ★	Lesson 8: Finding the Story ★	Lesson 9: Using Picture Clues to Decode ★	Lesson 10: Making More Meaningful Text-to-Self Connections ★
	Writing Workshop	Lesson 6: Creating Writing Folders ★	Lesson 7: Writing ABC Books I ★	Lesson 8: Writing ABC Books II ★	Lesson 9: "I'm Not Afraid of My Words" ★	Lesson 10: Reading Response II ★ ⊕
Lessons 11-15	Reading Workshop	Lesson 11: Asking Questions Before You Read ★	Lesson 12: Listening to and Discussing a Story with Partners II ★	Lesson 13: Referring to the Text ★	Lesson 14: Looking at Words ★	Lesson 15: Identifying What Is Important ★
	Writing Workshop	Lesson 11: Writing Number Books ⊕ ★	Lesson 12: Writing Number Books II ★	Lesson 13: Writing Color Books ★	Lesson 14: Writing "Lift-the-Flap" Books I ★	Lesson 15: Reading Response III ⊕ ★
Lessons 16-20	Reading Workshop	Lesson 16: Stopping to Think—Asking Questions during Reading ★	Lesson 17: Comparing Two Books ★	Lesson 18: Using a Magic Window to Practice Concepts of Print ★	Lesson 19: Acting Like a Reader during Independent Reading ★	Lesson 20: Charting Text-to-Self Connections with Important Ideas of the Story ★
	Writing Workshop	Lesson 16: Writing "Lift-the-Flap" Books II ★	Lesson 17: Celebrating Writing ⊕ ★			