

## Unit 10 – Readers Make Plans and Invent Projects for Summer Reading

*June*

It's nearly the end of June, and it's time to send children off on summer vacation with the desire to continue reading, even though we won't be making it a part of their daily schedule. It's vital that children read over the summer in order to maintain the advances they've made over the school year. Numerous studies have shown that children who don't read much or at all during summer vacation often return to school in September a couple of levels behind where they left off in June. So it's during this unit of study that you will help your children (and their families) envision a summer rich in reading and to make some summer reading plans.

You and your children will also want to spend some of the time in this unit reminiscing about your reading lives over the course of the year together. You'll help children look back to see the ways they've changed and to appreciate how far they've come as readers, thinkers, and talkers.

During this unit, provide as much time as you can for children to read their just right books, but make sure you also leave time for children to read anything they want to read. To support both intentions, many teachers structure their reading workshop this way:

- Minilessons (5-10 minutes)
- Private time with just-right books (15 minutes)
- Mid-workshop teaching (less than 2 minutes)
- Partner time with just-right books (10-15 minutes)
- Teaching share time (less than 5 minutes)
- Private or Partner time with Look Books (15 minutes)
- Whole Class Conversations About Reading Lives

Most teachers find that their teaching falls into the following broad categories:

- Readers make plans for summer reading and learn how to find their own just right books.
- Readers understand how to do their best reading work.
- Readers reflect on how they've grown and set goals for what they want to accomplish.

### Readers Make Plans for Summer Reading and Learn How to Find Their Own Just Right Books

As children plan for summer reading, help them imagine the kinds of texts they're going to read and the way they'll fit reading into their lives. Because they've been shopping for books in your classroom library, readers are accustomed to easily locating just right books with your leveling system and colored dots. During this unit, we want to teach your children to understand what it feels like to read just right books, so they can differentiate between just right books and books that are too hard. We do this because we

don't expect them to be able to find books with dots that correspond to our classroom leveling systems in stores or in libraries over the summer. Reading justright books means being able to read almost every word in a book, reading "smoothly" (or fluently), being able to envision by making pictures in your mind, and being able to use both the words and the pictures to help build comprehension. We want children to consider books of interest, as well as books across genres.

You may want to put tabletop book bins back into rotation; although, this time these bins will contain mostly a mixture of books that don't have leveled dots on them. For a few days, you will teach children strategies for figuring out whether a book is just right or not. You can say something like, "New readers like you take care of their reading lives by reading things that help them get stronger. We've been calling these books 'just right books,' and they've been easy to find in our classroom because of the dots. But, when you're in the bookstore or public library, you'll notice that nobody has put dots on books in the same way we do. For this reason, it's important that you know how to recognize whether or not a book is just right, and we'll be trying to figure this out for the next few days. I put book bins on your tables and the books in them are a big mix of easy, medium, and harder books. Your reading work will be to try to figure out the kinds of books in which you can read the words, understand the story, and read like a storyteller, smooth and easy." Then for the next couple of days, you can teach them strategies, such as the three-finger rule. (We suggest the three-finger rule because in the early level books that contain less text, the five-finger rule might mean that too many of the words could be too hard for kids.)

In addition to supporting children with finding just right books, we can also help them identify their own tastes in texts. You might want to have them think about themselves as readers, considering the statement, "I'm the kind of reader who loves..." They might name authors, genres, and topics. They might identify themselves as readers who love funny books, informational books, books with girls, books about kids, or even books with pretty illustrations.

Besides helping children choose the kinds of books that will help them continue to grow as readers over the summer, we also want to help them (and their families) think about when and where they'll read over the summer. You may suggest to children ways they can fit reading into their days, such as every morning after breakfast, during travel time on the car or subway, or every evening after dinner. You might also give them homework that asks them to form a plan with their families. Of course, we cannot be sure that children will follow their plans for summer reading—but it's still important to help them imagine the possibilities, and give them something to strive for while they're gone.

Readers Reflect on How They've Grown and Set Goals for What They Want to Accomplish

The remaining days of the year also provide a wonderful opportunity for children to celebrate themselves as readers by considering how they've grown since September. Any artifacts you've saved since the beginning of the year can make this self-reflection more powerful, such as pieces of writing, reading log entries, and conferring notes. Encourage children to remember their favorite emergent storybooks they've read over and over throughout the year, and offer to read aloud their favorite picture books and favorite parts of chapter books.

At this point, you can say, "Look at how much you've changed!" and share stories of growth and progress. Follow that with, "You know, one of the things I know about people who are really good at something is they set goals for themselves. Like Tiger Woods, the golfer. When he was a kid, I learned that he knew he wanted to become the number one golfer in the world. He had that dream, and he worked really hard to reach it by setting small goals for himself. We can do that as readers. We can imagine goals and work hard to reach them. I heard Marissa tell Jamaica that she wants to read *Harry Potter*. I know she'll reach that goal. It may not be this summer or even next summer, but by having that goal, I know Marissa will work hard to reach it. Right now, turn and talk to your partner. Share some goals you have for yourselves as readers. We'll meet together in a minute to talk about them."

### Read-Aloud

You'll want to provide time for children to turn and talk with their partners about the stories you read; you might prompt them with questions like, "What are you thinking about the character right now?" or "Hmm, what do you think she's going to do about this problem?" Model the kinds of things children can talk about within their partnerships. You may want to think aloud as you read, saying things like, "Oh, I would love to talk about this page. Maybe I'll put a post-it here so I can remember to come back and talk about it when I finish reading."

You could use the read-aloud to reinforce how readers can use post-its to mark places they're dying to talk about. The point during read-aloud is to model ways of extending talk with detailed references to the text:

- Does this book remind you of another book? How are the two books the same? Do they have the same character? Do they have the same setting?
- Study a page and get a picture in your head. What does it look like at this part of the story? What does it sound like, smell like?

### Shared Reading

Continue using shared reading as a place to demonstrate early reading strategies such as looking at the picture, getting your mouth ready for the initial sound, voice-to-print matching, and/or helping children anchor themselves to the text by finding sight words they know. As you begin focusing more and more on early print strategies, it's imperative that children know reading should always sound fluent. You'll probably find yourself saying often, "Let's make the words sound like talk."

During shared reading, you'll also want to model what to do or say when readers get stuck on hard words. Teach children to prompt each other rather than blurt out the words. You might say to children, "During any book we read together, some of you will know the word I have covered that I want us to solve. If you are one of the people that know the word, I want you to practice giving hints or strategies that might help *everyone* figure out how to read the word." You might also find occasion to teach your children how readers can use the context and meaning to figure out unknown vocabulary.

### Interactive Writing

In this month you may want to create texts that writers use in their everyday life, like cards, letters, lists, signs, and books, or have children reflect on what the class has accomplished this year. During interactive writing, you'll help children to orchestrate all that they have learned as readers and writers this year. These texts will be longer and you may be doing a great deal of the writing because children have learned so much this year. As always, keep in mind what they are learning in word study, reading workshop, and writing workshop. In writing, your focus may not just be the words but also on revising the text and adding more details, like setting, actions, dialogue, etc. Children can use their early reading strategies to reread and find places to revise. Once again, in writing texts like this, you may find yourself calling on certain groups of children to write various parts depending on their repertoire of reading and writing strategies and knowledge about letter-sound correspondence and words. As always, this whole interactive writing time will be only about 7-10 minutes at the most.

### Word Study/Phonics

At this time, you'll administer your final assessments to pass along to next year's teacher. You might include information about your children's knowledge of letter identification, letter-sound relationships, high frequency words (both in reading and writing), and their ability to rhyme and to use spelling patterns to generate new words for writing and to figure out new words in reading.

If you decide to teach...	Suggested Lessons in <i>Words Their Way</i> 4 <sup>th</sup> Edition	Suggested Lessons in <i>Phonics Lessons K –</i> Pinnell & Fountas
Phonological Awareness: <ul style="list-style-type: none"> <li>• Hearing Middle Sounds</li> <li>• Hearing Sounds in Sequence</li> <li>• Syllables</li> </ul> Letter-Sound Relationships: Beginning and Ending Sounds	4-14 (pg. 116)  Adapt 4-28 to 4-31 (pgs. 123-125) 5-6 to 5-8 (pgs. 156-158)  5-10 (pg. 159)	Hearing Middle Sounds PA 22 Hearing Sounds in Sequence PA 23 Syllables PA16 Beginning and Ending Sounds LS2-LS5  Spelling Patterns

High-Frequency Words	5-12 to 5-14 (pgs. 160-161) Pgs. 182-183	SP 3, SP4, and SP5 High-Frequency Words HF 3 to HF 7
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