October
Unit 2
Emergent Storybooks (Star books)

Overview of Unit:
In this unit your children will be reading emergent storybooks. Readers will be thinking and talking about emergent storybooks to grow ideas and invent fun things to do with them.

Books for this Unit:
Most of the books used for this unit should have already been introduced and used during previous read alouds and interactive read alouds. It is very helpful if the books have been read at least 5 or more times before the beginning of this reading unit.

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<th>(Star Books) Possible Choices</th>
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<td>Red Riding Hood</td>
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<td>The Ginger Bread Boy</td>
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**Just-Right Books**

Some students might be ready to begin reading just-right books. The criteria below will help you make that decision.

**Determining Whether Some Children Are Ready for Conventional Reading at This Time (from TC Reading Curriculum, p.26)**

Teachers of emergent readers often wonder when is the right time to move children from a steady diet of emergent storybooks and Look Books into leveled books. They wonder when they should begin teaching children to read conventionally, with accuracy, fluency, and comprehension. At this point in the year it’s quite possible to find that a number of children seem ready to read the words in texts and to shop for books from the leveled library.

The criteria many early childhood educators use to determine whether or not to move children toward conventional reading are the following:

- **Does the child use beginning and ending letters (and perhaps some medial letters) when she writes? Could an adult (who is not her teacher) read the writing?**

- **Does the child write in sentences with spaces between words to make it easy for herself as well as others to read?**

- **Does the child read his own writing conventionally (or otherwise seem ready to read conventionally) and understand that the print holds meaning that stays consistent across time?**

- **Does the child ‘read’ emergent storybooks with very close approximation to the actual texts, with expression, and in a way that conveys meaning?**

- **Can the child use one to one matching in his shared reading texts? (Suggesting that he/she can tell the difference between a letter and a word).**

- **Does the child have a set of known high frequency words? (about 10)**

If some of your children meet or are close to meeting most of these criteria, we suggest you launch them into conventional reading. You can do this by convening guided reading groups around very supportive, leveled books (Level A and Level B). Guided reading can take place within the reading workshop time, in addition to conferring either during private reading time or partner reading time. You’ll meet with this guided reading group several times a week until those readers have gotten off to a good start. These children might shop for a couple of leveled books in addition to the Look Books and emergent storybooks, and you’ll probably want to let them hold on to the guided reading texts for several days.
Alignment with Standards:

- K.1.1 Identify the front cover, back cover, and title page of a book.
- K.1.2 Follow words from left to right and from top to bottom on the printed page.
- K.1.3 Understand that printed materials provide information.
- K.1.4 Recognize that sentences in print are made up of separate words.
- K.1.5 Distinguish letters from words.
- K.1.6 Recognize and name all capital and lowercase letters of the alphabet.

**Phonemic Awareness***

- K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.
  Example: Listen to the sounds /f/, /m/, /s/ or /l/, /l/, /l/. Tell how many sounds were heard and whether any sounds were the same.
- K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
  Example: Listen to the word *bat* and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word *brother*.
- K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
  Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.
- K.1.10 Say rhyming words in response to an oral prompt.
  Example: Say a word that rhymes with *cat*.
- K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.
  Example: Tell what sound you hear at the beginning of the word *girl*.
- K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
- K.1.13 Count the number of syllables in words.

* When letters have a slanted line before and after them, such as /f/, /s/, /b/, this represents the sound the letter makes, not the name of the letter.

**Decoding and Word Recognition**

- K.1.14 Match all consonant sounds (*mad, red, pin, top, sun*) to appropriate letters.
- K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.
- K.1.16 Use self-correcting strategies when reading simple sentences.
- K.1.17 Read their own names.
- K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
- K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.

**Vocabulary and Concept Development**

- K.1.20 Identify and sort common words in basic categories.
  Example: Tell whether the words *blue, yellow, and red* are colors, shapes, or foods. Tell the names of some favorite colors.
K.1.21 Identify common signs and symbols.
Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.

K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.

K.2.1 Locate the title and the name of the author of a book.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

K.2.2 Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
Example: Tell how and where bees gather pollen after listening to a book about bees such as *The Honeymakers* by Gail Gibbons.

K.2.3 Generate and respond to questions (*who, what, where*).

K.2.4 Identify types of everyday print materials.
Example: Walk around the school and identify the signs in the school, such as EXIT, Principal’s Office, and Restrooms. Tell the difference between a storybook and a beginners’ dictionary.

K.2.5 Identify the order (first, last) of information.
Example: Listen to and look at the information in a book such as *Going on a Whale Watch* by Bruce McMillan. Then draw pictures representing the main events of a whale watching trip in the order in which they occurred.

K.3.1 Distinguish fantasy from reality.
Example: Listen to *The Day Jimmy’s Boa Ate the Wash*, Trinka Hakes Noble’s story about a class field trip to a farm, and *Farming*, Gail Gibbons’ nonfiction book about farming. Tell how these two books are different.

K.3.2 Retell (beginning, middle, end) familiar stories.
Example: Retell the story of a folktale, such as the version of *The Three Little Pigs* by Steven Kellogg.

K.3.3 Identify characters, settings, and important events in a story.
Example: Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. Retell the important events in a story, such as the folktale *Jack and the Beanstalk*.

K.3.4 Identify favorite books and stories.

K.3.5 Understand what is heard or seen by responding to questions (*who, what, where*).

K.4.6 Ask *how* and *why* questions about a topic of interest.

K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).

K.7.1 Understand and follow one- and two-step spoken directions.

Oral Communication

K.7.2 Share information and ideas, speaking in complete, coherent sentences.

Speaking Applications

K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.

K.7.4 Recite short poems, rhymes, and songs.

K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).
Important Information for this Unit of Study:

- This unit includes the opportunity to introduce book bags and shopping days. Students will have the chance to keep books until the next time they shop for new books. It is highly recommended that students shop for books (up to 10 Star books) outside of reading workshop. This will help with management and time. Students may shop for Look Books or the teacher can continue to use the tubs from unit 1 (adding new titles as needed).

- The Teachers College Curriculum Calendar provides more information about shopping for books and discusses timeframes for private/partner time plus there is explanation on assigning partnerships during this unit. There is also information that discusses the importance of deciding which shopping system will work for you and your students. Since students will continue to have time allotted to read “Look Books” like the ones available in Unit 1, the teacher will want to decide how to help students differentiate between Star Books and Look Books.

- It is a good idea to have reading spots and partners assigned and labeled ahead of time. This will make transition to reading time smoother and in a timely manner. Since we move from buddies to partners in this unit, it is recommended that partners sit next to each other during the mini-lesson.

- The Teachers College Curriculum Calendar provides information about when to begin leveled books with students that are ready instead of waiting until the just-right unit. Look for criteria for student assessment.

- Assess what your students need for this unit: If needed go back and review procedures and routine mini-lessons from UNIT 1.
## Procedures and Routines

### Book Bags

**What (skill): Readers prepare for reading time**

**How (strategy):**

- By getting their bag, going to their reading spot, and quickly and carefully removing their books from their book bag so
- By taking out books and placing the book bag under their pockets while they are having reading time so

**What (skill): Readers can store their books in their special book bag and take their books home in their book bag**

**How (strategy):**

- *(2 different lesson plans available)* By placing books in the book bag at the end of reading workshop and returning it back the next day to the correct spot so they can read at home and then have their books back at school to read during reading workshop.

**What (skill): Readers know the difference between “Look” books and “Star” books**

**How (strategy):**

- *(Lesson plan available)* By identifying the star on the cover of the “Star” book and identifying the “Look” books as books without stars so they know the two different types of books they will be reading during reading workshop.

**What (skill): Readers have private reading time**

**How (strategy):**

- By sitting in their special spot and reading by themselves so they can enjoy, learn, and have fun with the book
### Bend 1:
Readers Can Read Their Emergent Storybooks Using Everything They Know About Reading

<table>
<thead>
<tr>
<th>Reading Using Memory and Picture Detail</th>
<th>(Growing Readers, pgs. 160-161)</th>
<th>What (skill): Readers know how the story begins</th>
<th>How (strategy):</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ <strong>(Lesson plan available)</strong> By returning to the first page (or two), noticing the details on the pictures of what happened first in the story, and then telling it by using sequence words so the story is in the correct order and makes sense while they are reading it. For example, “First Jamaica decided to slide down the big slide…” (Jamaica’s Find)</td>
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<td>➢ By using the pictures and cover to help them remember how the story goes so</td>
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<td>➢ By using the pictures and cover to help them remember how the story goes so</td>
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| What (skill): Readers understand and identify what the setting of a book is | How (strategy): |
| ➢ **(Lesson plan available)** By telling where the story takes place and what the weather was so | | ➢ By telling where the action is taking place so |
| ➢ By telling where the action is taking place so | | | |

| What (skill): Readers keep the story going by using all the pages in the book while they are reading | How (strategy): |
| ➢ **(Lesson plan available)** By looking at the picture and telling the story, turning the page, and using the special words “And then…” when they tell the part on the next page to their storytelling so they can read the story like a storyteller. | | ➢ By saying how the character gets from one page to the next so |
| ➢ By saying more about what the character is doing first, and then say what he’s doing next…so | | | ➢ By checking the page before to help read the next page so |
| ➢ By saying more about what the character is doing first, and then say what he’s doing next…so | | | ➢ By asking yourself what the character is going to say on the next page so |

| What (skill): Readers know what happens next in the story | How (strategy): |
| ➢ By looking at the picture details on the pages after the first page or two and telling what happens next so | | ➢ By using the words “and then…” to tell about the picture details on the next page so |
What (skill): Readers think about how the characters feel
How (strategy):

- By looking at the characters facial expression or identifying the events that might make the character feel a certain way so
- By asking themselves, “How would I feel if that happened to me?” So,

Chart Idea

What (skill): Readers stay longer on a page
How (strategy):

- By thinking about what other characters are doing so
Readers have thoughts as they read (Growing Readers, pgs. 168-170)

**What (skill):** Readers react and talk back to the text  
**How (strategy):**

- By noticing when they get a feeling as they read such as, that was a funny part so
- By picturing what is going on in the story so
- By paying attention to when they are confused with cues such as, wait a minute, or what did that mean, or slowing down and reading it again so
- By questioning things that happen so
- By questioning things that their characters do so
- By having ideas about the text, “I’m thinking…” so

Envisioning (Growing Readers, pgs. 171-172)

**What (skill):** Readers picture the story in their minds  
**How (strategy):**

- By making a movie of the story in their mind so
- By thinking about their senses as they read (what would they hear, taste, smell, see, feel) so

Predicting (Growing Readers, pg. 175)

**What (skill):** Readers predict as they read  
**How (strategy):**

- By staying involved and thinking about what is going on in the story so
- By making pictures in their minds of their predictions so
- By using what they know about the characters, the setting and the story so
- By thinking about the kind of story they are reading (a silly, sad, or scary story) so
- By being willing to change their incorrect predictions as the story continues and develops so

Making Connections (Growing Readers, pgs. 177-178)

**What (skill):** Readers make connections as they read  
**How (strategy):**

- By noticing when books remind them of something so
- By connecting the characters to someone they know in real life so
Fluency and Understanding (Growing Readers, pgs. 184-186)

What (skill): Readers understand their stories better

How (strategy):

➢ By making personal connections so
➢ By stopping and thinking after reading parts of the text so
➢ By going back and rereading the confusing parts so
➢ By talking to someone who has read the book before so
➢ By talking to their partner about the tricky or confusing part so
➢ By noticing when they don’t understand something so
➢ By asking themselves at the end of the book, “What was this book about?” so
Concepts About Print (Refer to unit 1 for beginning mini-lessons over concepts about print)

Concepts to teach (definitions)
Words, Sentences

What (skill): Readers know what a word is in a sentence
How (strategy):
- By touching, counting, and telling how many words are in a sentence on a page so
- By showing where the spaces are in between words in a sentence so

What (skill): Readers know what a sentence is
How (strategy):
- By showing, touching, counting, and telling how many there are on the page so

What (skill): Readers understand where a sentence begins and ends
How (strategy):
- By noticing that sentences begin with a capital letter and end with an ending mark so

What (skill): Readers notice familiar words in their book
How (strategy):
- By touching those words with their finger, popsicle stick, or using highlighter tape so

What (skill): Readers understand that words on the page must match the words they read
How (strategy):
- By touching under each word as they say it so

What (skill): Readers know how many words are on the page
How (strategy):
- By touching and counting each word as they touch it so
- By noticing that there are spaces between the words so

What (skill): Readers notice repeated lines in their book
How (strategy):
- By touching under the repeating lines or words with their finger or popsicle stick, and saying them so
<table>
<thead>
<tr>
<th>Familiar Words</th>
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<td>Word Wall</td>
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<td>Numbers</td>
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Bend 2:  
Readers Can Make Plans for How to Read Emergent Storybooks with a Partner and What to Talk About Together

Review Important Talk Chart and Mini-lessons in Unit 1.  
Review Partner Time in Unit 1 if needed.

Important Talk (Chart already made in unit 1)

What (skill): Readers mark special pages in their book to talk about with their reading partner
How (strategy):

➢ (Lesson plan available) By using their important talk book marks/(Post-its) to match to pages in their book and explain to their partner why they marked that spot by saying,

“This part is funny because…”

“This part is sad because…”

“This part is scary because…”

“This part is my favorite because…”

“This part reminds me of________ because…”

➢ (Lesson plan available) By talking about a page where a character has a feeling that the reader wants to talk about with their partner so they can share their thoughts with their partner about the feeling and hear their partner’s thoughts.

What (skill): Readers share when they get a feeling as they read
How (strategy):

➢ (Lesson plan available) By identifying when they think “Hey that is funny/scary… or that part makes me feel awful because…” so

What (skill): Readers read with their partner
How (strategy):

➢ By acting out or dividing out roles to act out with their partner what is happening in the book so they can learn more about their characters.
**Bend 3:**

**Readers Can Read Emergent Storybooks Like a Storyteller**

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<td><strong>What (skill):</strong> Readers begin their story with words to tell about the setting</td>
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<tr>
<td><strong>How (strategy):</strong></td>
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<tr>
<td>➢ By using special words: “One______day…” so</td>
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<tr>
<td>➢ By using special words “who lived in ______” so</td>
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</table>

| **What (skill):** Readers identify the characters |
| **How (strategy):** |
| ➢ By using special words: “There was a _____named ______.” So, |
| ➢ *(Lesson plan available)* By using names/Identifying WHO is in the story, identifying the characteristics such as, the character’s gender, age, and location so |

| **What (skill):** Readers read it like a storyteller |
| **How (strategy):** |
| ➢ By using the author’s words... ask yourself, “Does that sound like a storyteller?” So, |
| ➢ By saying a lot about it, instead of a little---just like in writing… so |
| ➢ By acting out what is happening in their story so |
| ➢ *(Lesson plan available)* By using and saying sequence words as they read in their Star books so |
| ➢ *(Lesson plan available)* By using actions and gestures while they are reading their book so |
| ➢ *(Lesson plan available)* By changing their voice to sound like the characters in the story when they tell the story so they can sound like a storyteller. |

| **What (skill):** Readers stop and think about what the (main) characters are saying and make the (main) character(s) talk |
| **How (strategy):** |
| ➢ By using how the character feels and then touching the character’s belly to make the character talk so the reader can pretend to be the character in the story. The reader will also begin to learn more about their book and the characters in the story. |
### Chart Ideas

<table>
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<th>Readers</th>
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<tbody>
<tr>
<td>Have characters that talk</td>
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<td>Change their voice</td>
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<tr>
<td>Act out a page</td>
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**What (skill): Readers tell how the story ends**

**How (strategy):**

- By turning to the last page or two, looking at the picture details, and telling what happens last so
- By using the special words **“and then he/she was ____ because____.”** so
- By using the special words **“and then…”** or **“finally…”** so
### Bend 4:
**Readers Can Invent Fun Things to Do with their Stories They Know Really Well**

**What (skill):** Readers think of fun things to do with their Star books

**How (strategy):**

- By acting out a favorite part so they can learn more about their characters.
- By building scenery with blocks so they can learn more about where the story is taking place.
- By using stick puppets to add to the end of the story so they can think about what might happen next to the characters in the story.
- By pretending to interview the character so they can learn more about the character and their actions in the story.
- By pretending to interview the author so they can learn more about the story and how the author developed the story.

**What (skill):** Readers can tell another story that is like the one they are reading

**How (strategy):**

- By remembering other stories they have read, telling what story it is, and what is the same about it so
Reminder Bookmarks Available

What (skill): After readers have finished reading their story they can try and retell the story in their own words

How (strategy):

- By remembering **Where?** the story took place so
- By remembering **Who?** is in the story so
- By remembering **What?** The character was doing so

<table>
<thead>
<tr>
<th>Who?</th>
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<tbody>
<tr>
<td>Where?</td>
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<tr>
<td>What?</td>
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<tr>
<td>Question</td>
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<tr>
<td>“I’m wondering…”</td>
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What (skill): Readers explain, confirm, or change the retelling

How (strategy):

- By using the text when needed so

What (skill): Readers use time words when they retell

How (strategy):

- By using words like, at, first, then, after that, suddenly, finally so
What (skill): Readers learn more about the story and begin to understand the story better
How (strategy):
- By naming the setting, characters, and telling what happened from beginning to end so
- By stopping and retelling the important parts of the story across their fingers so
- By stopping and retelling the important parts of the story using order words such as first, then, next, last, or after that, and finally so
- By thinking and asking questions about what happens in the story, “I’m wondering…”

What (skill): Readers retell with expression
How (strategy):
- By using character’s voices and a tone of voice such as, a quiet tone for sad parts so

What (skill): Reading partners read together and retell their books
How (strategy):
- By choosing which books to read together and then retelling it together so
- By one partner retelling the story and then both partners read together to confirm so
- By helping each other retell the book if they are both familiar with the story or by asking questions of each other so

(Chart Idea)

**Story Retelling**
Retell the story in your own words
Include:
- Setting (time of day, place, and season)
- Characters
- Plot
  - beginning, middle, and end