Mini-Unit Overview

Text: Sarita and the Big Baby Bird **Duration:** 8 days, 50-60 mins per session **Instructional Strategies** ● Segmenting and blending through finger-tapping ● Partner reading ● Shared reading with teacher modeling ● Independent reading ● Class discussions ● Learning centers	**Word Work Focus:** ● Segment and blend CVC words (all vowels) ● Read sight words with automaticity in isolation and in context **Comprehension Focus** ● Read to infer for deeper meaning **Social-Emotional Focus** ● Work with a partner to build shared understanding ● Connect to main ideas about friendship
Materials ● Teacher text ● Student texts ● Red word/sight word cards ● Letter cards for finger-tapping ● Centers materials ● Board and writing utensil ● Student erasable boards ● Celebration materials	**Sight Words Taught:** ● sees, a **Text-Specific Vocabulary Taught:** ● baby, egg **Oral Language Practice** ● Article “a” and “an” ● Plural and singular nouns subject-verb agreement (“see” and sees”) **Phonics Skills/Concepts Taught:** ● Decoding CVC words, all short vowels **Assessment**

Note: Follow with Short I Lessons.

Title (Stage 2, Day 1)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "Sarita and the Big Baby Bird", large enough for student display
- One set of letter cards
- Red word/sight words flash cards (*NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.)*
- Oral language practice sentence strips
- Board
- Centers materials: see Centers document

Building Comprehension (3 mins)

Display front cover. In this story, Sarita sees something special!

Word Work: Segmenting and Blending (5-7 mins)

Prior to the lesson, students should watch: **Introduction to finger tapping**
Prior to the lesson, students should watch: **Segmenting and blending with letter cards**

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we break apart sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Display title page.

Display three letter cards that spell "big".

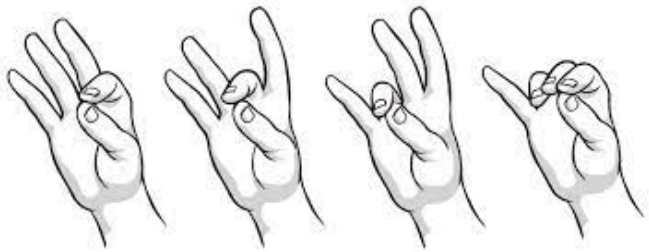
Every word and word part has a *very* important letter: a vowel. This word has the vowel "i" *(say the letter name)*. *Point to the "i" letter card.*

"i" says /i/ (*say the short vowel sound*).

What does the vowel "i" say? *Students should echo /i/ (short vowel sound).*

Let's break apart the sounds in words with the vowel "i" (*say the letter name).*

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Face the class. If most of your students write with their right hand, use your left hand, so you are a mirror for the students. They will see you using your left hand and they will mirror you by tapping with their right hands.
Tap each sound. Point to each letter card as you tap.



/b/ /i/ /g/ /big/

Your turn! *Repeat above, as students tap each sound and blend /b/-/i/-/g/, /big/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "pip".
Tap each sound. Point to each letter card as you tap. /p/-/i/-/p/, /pip/.
Your turn! *Repeat above, as students tap each sound and blend /p/-/i/-/p/, /pip/.*

Student Practice
Display letter cards for "lip".
Inspectors, think about the sounds in your head before we break the word apart! *NOTE: Once you are confident that students know the letters' sounds by sight, you no longer need to review with the "what sound?" prompts and can go straight to tapping and blending.*
Point to the l letter card. What sound? */l/*
Point to the i letter card. What sound? */i/*
Point to the p letter card. What sound? */p/*
Let's tap!
With students, finger tap each sound and blend: /l/-/i/-/p/, /lip/.

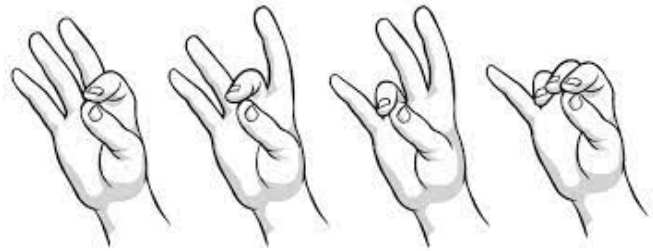
Great! One more word with the vowel "i"!
Display letter cards for the word "zip."
Point to the z letter card. What sound? */z/*
Point to i letter card. What sound? */i/*
Point to the p letter card. What sound? /p/
Let's tap!
With students, finger tap each sound and blend: /z/-/i/-/p/, /zip/.
Amazing job inspectors!

Let's try with a new vowel. *Point to the first word on page 4.* We know that all words and word parts have vowels. What vowel does this word have? *Students should say the letter <u>name</u>, a.*

What sound does this vowel make? */a/ (short vowel sound).*

Yes, /a/! Let's break apart the sounds in words with the vowel "a" (*say the letter <u>name</u>*).

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)



/t/ /a/ /p/ /tap/

Your turn! *Repeat above, as students tap each sound and blend /t/-/a/-/p/, /tap/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "nap".
Tap each sound. Point to each letter card as you tap: /n/-/a/-/p/, /nap/.
Your turn!
With students, finger tap each sound and blend: /n/-/a/-/p/, /nap/.

Wow! Let's try another!

Student Practice
Display letter cards for "pat". Here is a word part we will see in the book. Inspectors, think about the sounds in your head before we break the word apart!
Point to the p letter card. What sound? */p/*
Point to the a letter card. What sound? */a/*
Point to the t letter card. What sound?*/t/*
Let's tap!
With students, tap each sound and blend: /p/-/a/-/t/, /pat/.

Great! One more word with the vowel "a"!
Display letter cards for word "bat".
Point to the b letter card. What sound? */b/*
Point to the a letter card. What sound? */a/*
Point to the t letter card. What sound? */t/*
Let's tap!

With students, finger tap each sound and blend: /b/-/a/-/t/ /bat/.

Activity Reflection
Great job today, inspectors! Every word is made up of letters and sounds. We broke apart words into sounds so we could read them!
Turn page 10, the word list.
Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today!

Word Work: High Frequency Words (5 mins)

Daily focus word: sees

Investigators, there are some words that we see so much in the English language, it helps to know them in a *snap*. *Snap your fingers.* We call these words Red Words. *Sometimes* red words don't follow the rules of English, so we have to use special strategies to know them in a *snap.*

Let's meet some Red Words that we will see in our book.

Say It/Spell It/Say It routine:
Hold up the red word/sight word card.
This word is "sees." Say it! *Students repeat: sees.*
Spell it! S-e-e-s, sees. *Students repeat: S-e-e-s, sees.*
Air write it, S-e-e-s, sees. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing.*
Show card. Say it! Sees! *Students repeat: sees.*
Flash the card and ask students to say the word.

Oral Language Practice: "Sees" (5-7 mins)

I Spy and "Sees"

Write the word "sees" on the board. What word? *Sees.*
Draw an eye. We see with our eyes. How do we see? *With our eyes.*
Write the sentence frames: She sees a _____. He sees a _____.
Model looking around the room (or, if possible, go outside) and choosing an object. I see something small, rectangular and red. What do I see?
Prompt students to guess using the sentence frame. If clues are given in home language, prompt students to answer in English with the sentence frame e.g. "She sees a red book."
Continue the "I Spy" game, helping students practice using "sees" in their guesses.
Display the cover page.
What does Sarita see? *Answers may include*: *Sarita sees an egg! Sarita sees something strange. Sarita sees something gray.*

Independent Learning Centers (30 mins)

Monitoring

What sight word did we learn today? How does learning sight words help us when we read?
What skill did we learn today? *I can listen for each sound in a word and I can tap out each sound in a word.*

Sarita and the Big Baby Bird (Stage 2, Day 2)
Time: 50-60 mins

Learning Focus: Decoding CVC and CCVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "Sarita and the Big Baby Bird", large enough for student display
- One set of letter cards
- Red word/sight words flash cards (*NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.)*
- "A/An" picture cards
- Board
- Centers materials: see Centers document

Building Comprehension (3 mins)

Display front cover. In this story, what does Sarita see? How does she feel about what she sees? *Sarita sees a bird! Students may infer that Sarita feels shocked, surprised, excited, etc.*

Word Work: Segmenting and Blending (5-7 mins)

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we break apart sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Display page 4.

Display three letter cards that spell "pop".

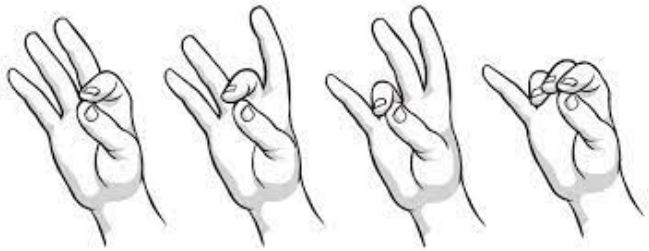
Every word and word part has a *very* important letter: a vowel. This word has the vowel "o" *(say the letter name)*. *Point to the "o" letter card.*

"o" says /o/ (*say the short vowel sound*).

What does the vowel "o" say? *Students should echo /o/ (short vowel sound).*

Let's break apart the sounds in words with the vowel "o" (*say the letter name).*

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Face the class. If most of your students write with their right hand, use your left hand, so you are a mirror for the students. They will see you using your left hand and they will mirror you by tapping with their right hands.
Tap each sound. Point to each letter card as you tap.



/p/ /o/ /p/ /pop/

Your turn! *Repeat above, as students tap each sound and blend /p/-/o/-/p/, /pop/.*

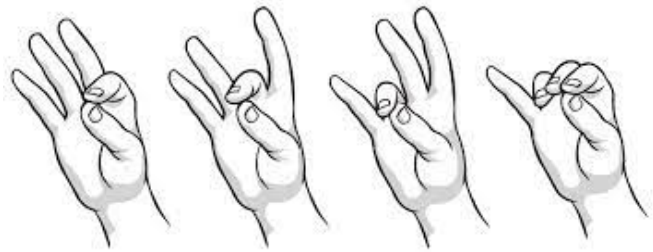
Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "hop".
Tap each sound. Point to each letter card as you tap. /h/-/o/-/p/, /hop/.
Your turn! *Repeat above, as students tap each sound and blend /h/-/o/-/p/, /hop/.*

Student Practice
Display letter cards for "sob".
Inspectors, think about the sounds in your head before we break the word apart! *NOTE: Once you are confident that students know the letters' sounds by sight, you no longer need to review with the "what sound?" prompts and can go straight to tapping and blending.*
Point to the s letter card. What sound? */s/*
Point to the o letter card. What sound? */o/*
Point to the b letter card. What sound? */b/*
Let's tap!
With students, finger tap each sound and blend: /s/-/o/-/b/, /sob/.

Great! One more word with the vowel "o"!
Display letter cards for the word "job."
Point to the j letter card. What sound? */j/*
Point to o letter card. What sound? */o/*
Point to the b letter card. What sound? /b/
Let's tap!
With students, finger tap each sound and blend: /j/-/o/-/b/, /job/.
Amazing job inspectors!

Let's try with a new vowel. *Point to the first word on page 6.* We know that all words and word parts have vowels. What vowel does this word have? *Students should say the letter <u>name</u>, u.*

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)



/y/ /u/ /m/ /yum/

Your turn! *Repeat above, as students tap each sound and blend /y/-/u/-/m/, /yum/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "run".
Tap each sound. Point to each letter card as you tap: /r/-/u/-/n/, /run/.
Your turn!
With students, finger tap each sound and blend: /r/-/u/-/n/, /run/.

Wow! Let's try another!

Student Practice
Display letter cards for "fun". Here is a word part we will see in the book. Inspectors, think about the sounds in your head before we break the word apart!
Point to the f letter card. What sound? */f/*
Point to the u letter card. What sound? */u/*
Point to the n letter card. What sound?*/n/*
Let's tap!
With students, tap each sound and blend: /f/-/u/-/n/, /fun/.

Great! One more word with the vowel "u"!
Display letter cards for word "jug".
Point to the j letter card. What sound? */j/*
Point to the u letter card. What sound? */u/*
Point to the g letter card. What sound? */g/*
Let's tap!
With students, finger tap each sound and blend: /j/-/u/-/g/ /jug/.

Activity Reflection
Great job today, inspectors! Every word is made up of letters and sounds. We broke apart words into sounds so we could read them!
Turn page 10, the word list.
Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today!

Word Work: High Frequency Words (5 mins)

Daily focus word: a

Investigators, there are some words that we see so much in the English language, it helps to know them in a *snap*. *Snap your fingers.* We call these words Red Words. *Sometimes* red words don't follow the rules of English, so we have to use special strategies to know them in a *snap.*

Let's meet some Red Words that we will see in our book.

Say It/Spell It/Say It routine:
Hold up the red word/sight word card.
This word is "a." Say it! *Students repeat: a.*
Spell it! a. *Students repeat: a.*
Air write it, a. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing.*
Show card. Say it! A! *Students repeat: a.*
Flash the card and ask students to say the word.

Flash through both cards and ask students to say the word.

Oral Language Practice: "A" or "An"? (10 mins)

"A" or "An"?

Write "a" on the board. "A" is a letter, but it is also a word! In English "a" is used to describe or refer to one noun. *Remind students that a noun is a person, place, or thing. If nouns have not been taught, tell students that "a" refers to one thing.*
Write "an" on the board. In English, "an" is also used to describe or refer to one noun.
There is a rule for when to use "a" and when to use "an." When the noun starts with a consonant sound, we use "a." When the vowel starts with a vowel sound, we use "an."

Write "an + vowel sound (a, e, i, o, u)" on the board. Write the vowels in red.
Write "a+consonant sound" on the board.
Let's play a game called "a" or "an"? I will hold up one thing, or one noun. You will tell me the first sound of the noun. You will say "a" or "an."
Model by holding up a pencil. Say the word: pencil. Say the first sound: /p/. Say that the sound is a consonant sound. Look back at the board and think out loud that "a" goes before consonant sounds. Say "a pencil."
Ask a boy to come to the front of the class. Say: boy. First sound? */b/.* Consonant or vowel? *Consonant. Point to "a+consonant sound". Ask the class:* A boy, or an boy? *A boy!*
Draw an apple on the board. What word? *Apple.* First sound? */a/.* Vowel or consonant? *Vowel!* A apple or an apple? *An apple.*
Continue with objects around the room.
In pairs, have students go on a scavenger hunt around the room or outside, where they must find an object used with "an" and an object used with "a."

Independent Learning Centers (30 mins)

Monitoring

What red word did we learn today? What does it mean? *"A" means one thing.*
What skill did we learn today? *I can listen for each sound in a word and I can tap out each sound in a word.*
How will this skill help us as readers?

Sarita and the BIg Baby Bird (Stage 2, Day 3)
Time: 50-60 mins

Learning Focus: Decoding CVC and CCVC Words

Skills:

- Segmenting and blending CVC words in context

Teacher Preparation

- One copy of "Sarita and the Big Baby Bird", large enough for student display
- Student copies of "Sarita and the Big Baby Bird"
- Red word/sight words flash cards (*NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.)*
- Blank paper for baby animal drawings
- Board
- Centers materials: see Centers document

Building Comprehension (3 mins)

Readers, we have practiced breaking apart sounds to read words from this book. Today, we will read the book together!

Set the purpose: Reading is thinking! We will read to think about a big question: Why do Sarita and the baby bird become friends?

Word Work: "Need to Know" Words (10 mins)

Focus words: baby, egg
Display the cover page. Point to the egg. This is an egg. *Translate to home language.*
Draw an egg on the board or display a real egg. Write "egg" under the image.
What is inside the egg? *A bird!*

Prompt students to act out how they imagine an animal comes out of an egg.
In home language: When an animal comes out of an egg, does it come out as an adult or a baby? *A baby!*
Display the image on page 4, of the baby bird breaking out of the egg.

Baby Animals	
Egg	No Egg

Write "baby" on the board. A "baby" is a living thing that is not full grown.
Prompt students to draw an image of a baby animal. On the board or on chart paper if available, create a table (left). With students, sort pictures according to whether the baby animal they drew is born from an egg, or not.

Shared Reading (15 mins)

See video.

Monitoring

What skill did we learn today? *I can tap out sounds in words and look for red words or snap words, to read books.*
What "need to know" words did we learn today? How will they help us be better readers? *"Egg", "baby"; they will help us because we will know the words when we see them in the book.*
How does shared reading help us as readers?

Sarita and the Big Baby Bird (Stage 2, Day 4)
Time: 50-60 mins

Learning Focus: Decoding CVC Words in Context

Skills:

- Orally segment and blend CVC words
- Synthesize CVC decoding skills and sight word recognition to engage in shared reading
- Make inferences about characters' choices, feelings and actions
- Make connections to deeper meaning (sharing, reciprocity, learning new things)

Teacher Preparation

- One copy of "Sarita and the Big Baby Bird", large enough for student display
- Student copies of "Sarita and the Big Baby BIrd"
- Partner reading chart
- Red word/sight words flash cards (*NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.)*
- Board

Building Comprehension

Readers, yesterday we practiced reading "Sarita and the Big Baby Bird" together. Today, you will read with your partner!

Set the purpose: Reading is thinking! We will read to think about a big question: Why do Sarita and the baby bird become friends?

Partner Reading (20-30 mins)

Review partner reading routine: Today, you will read with your partner! As reading partners, you each have a very important job. Sometimes you will listen to your partner as they read the words. You will make sure your partner is pointing to the words as they read, and tapping and blending when they need to. You will congratulate your partner!

Sometimes you will be the reader! You will point to the words as you read. You will make sure to use a clear, inside voice so that your partner can hear you!

Have 2 students come to the front of the class and model partner reading on the first page.

1. Partner 1 reads the sentence, tracking the words with their finger.
2. Partner 2 helps and restates.
3. The partners reread in unison for fluency.
4. Partners switch roles on the next page: Partner 2 reads the sentence, tracking the words with their finger.
5. Partner 1 helps and restates.
6. The partners reread in unison for fluency.

Circulate to support partner reading. Closely monitor for the following:

Decoding Behaviors *Students are…*	Comprehension *Students understand…*
-using finger tapping to decode unknown CVC words *Prompts to support:* *-What is the first letter? What sound does it make?* *-What is the next letter? What sound does it make?* *-What is the final letter? What sound does it make?* **-recognizing sight words in text** Prompts to support: *-This is one of our red words. Air-write it. Do you*	**-sequencing in the text** *-What happened first? What happened next? What happened last?* *-What happens in the beginning, middle, and end?* **-characters' choices, thoughts and feelings** *-pg. 3: How does Sarita feel? How can you tell?* *-pg. 4: Have Sarita's feelings changed? How can you*

remember the red word? *-Show the red word card.* **-using sentence and picture cues to sound out** ***-**Look at the picture. What word makes sense?* *-Read the sentence, but skip the word. What word makes sense?* *-What is happening on this page? What word makes sense?*	*tell?* *-pg. 5-9: What do Sarita and the big baby bird do together?* *-After reading: Why do you think Sarita and the big baby bird become friends?* *-How are they similar? How are they different?*

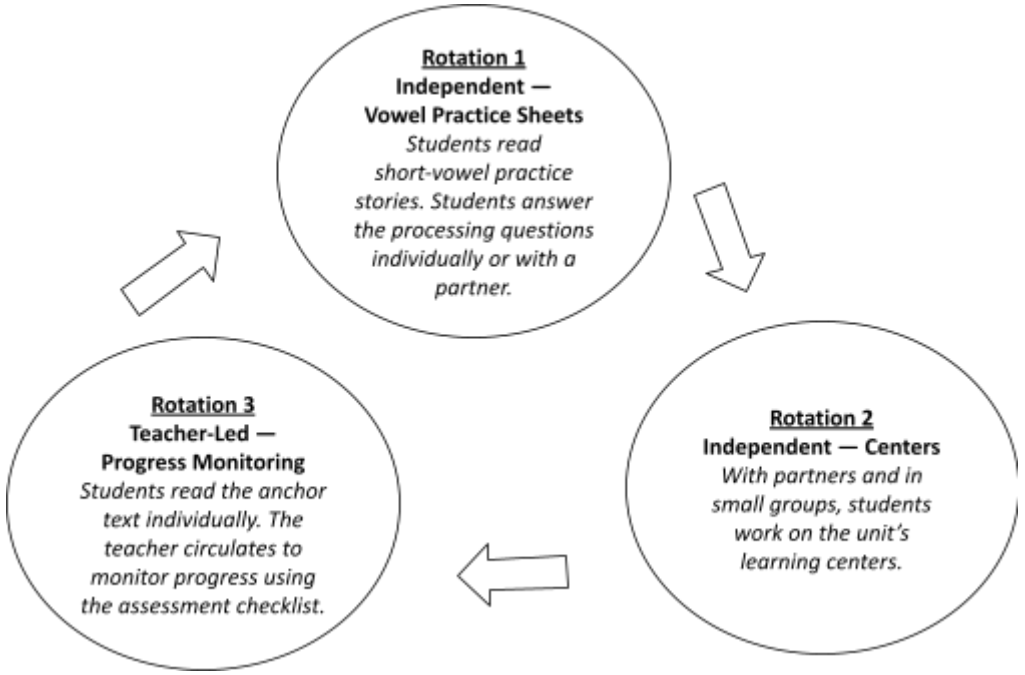
If partners finish reading, prompt them to reread.

Reflection (10 mins)

How does partner reading help you as a reader?
Discuss the "big question": Why do you think Sarita and the baby bird become friends?

Day 5	Day 6	Day 7
—First 10 minutes of class: do a fun whole-class activity.		

—Next, divide the class into three equal groups. Groups will work at one of the 3 rotations for 30-40 minutes.
—Last 10 minutes of class: gather in a circle and ask students to reflect on the day. Questions may include:
— Who helped you today? How?
— What is one new thing you learned today?
— What is one way you were challenged today? How did you handle the challenge?
— What went well today? What could have gone better?
—On Days 6 and 7, each group will move to the next rotation.



Sarita and the Big Baby Bird (Stage 2, Day 8)
Time: 50-60 mins

Learning Focus: Decoding CVC Words in Context

Skills:

- Segmenting and blending CVC words in context
- Reading for comprehension

Teacher Preparation

- One copy of “Sarita and the Big Baby Bird”, large enough for student display
- Student copies of “Sarita and the Big Baby bird”
- Various materials, depending on reading celebration

Shared Reading (5-10 mins)

Readers, you should be so proud! You have worked hard to read and understand “Sarita and the Big Baby Bird”! Let’s read together!

Project the text. Call on students to fluently read each page.

Celebration (30 mins)

Today we will celebrate our hard work.

Ways to celebrate reading:

-Community Share: Invite community members into the classroom. This can include caregivers, school staff, or anyone important to students. Have each pair conduct a read-aloud of the text for a community member

-Reading buddies: Connect students with a younger class. Have pairs read aloud the text to their younger schoolmates.

-Create a craft: Use paper bags, popsicle sticks, or any available materials to create puppets of the characters. Some students can create backgrounds on paper. Break the class into three or four groups and assign each group the beginning, middle or end of the book. Put on a show for one another!

-Letter to the author: Write a letter as a class. Include favorite parts, things we learned, and thanks.

-Write a sequel: Consider the question, What happens next? Have students work in pairs or small groups to write a sequel to the story. Share sequels with one another, and begin to build or add them to an existing classroom library.

-Take a field trip: Go to an outdoor area for bird-watching.

-**Star ceremony:** Each child receives a star in celebration of their reading achievements.

Monitoring (5-10 mins)

What strategies helped you read this book?

How do you feel after reading the book?

What can readers do to celebrate reading?

Why is it important to celebrate reading?