

Trinity University Digital Commons @ Trinity

Understanding by Design: Complete Collection

Understanding by Design

6-14-2006

What is a good reader? [1st grade]

Elizabeth Cambray
Trinity University

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings



Part of the [Elementary Education and Teaching Commons](#)

Repository Citation

Cambray, Elizabeth, "What is a good reader? [1st grade]" (2006). *Understanding by Design: Complete Collection*. 15.
http://digitalcommons.trinity.edu/educ_understandings/15

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): . For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

What is a good reader?

Elizabeth Cambray
Trinity University,

Unit: What is a “good” reader?
Strategy: Use of Illustrations
Grade: 1st Grade Reading

Stage 1: Desired Results
Understandings

Students will understand that...

Being a Good Reader

- Good readers use specific strategies to help them decode and better understand a text.

Use of Illustrations:

- Illustrations/pictures tell a story and/or communicate a message.
- Authors and illustrators give clues to help the reader understand what is not stated directly.

Essential Questions

Knowledge & Skill

Being a Good Reader:

- What is a “good” reader?

Use of Illustrations:

- How can illustrations help us become good readers?

To be a good reader, the students will:

- 1.9.A – read regularly in independent-level materials
- 1.9.B – read regularly in instructional-level materials that are challenging but manageable
- 1.9.C – read orally from familiar texts with fluency
- 1.12.D – monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help
- 1.8.E – recognize high frequency irregular words

Illustrations - The students will:

- 1.10.B – use graphs, charts, signs, captions, and other informational texts to acquire information
- 1.12.E – draw and discuss visual images based on text descriptions
- 1.13.E – describe how illustrations contribute to the text
- 1.14.F – understand literary terms by distinguishing between the roles of the author and illustrator
- 1.15.B – use pictures, print, and people to gather information and answer questions

Context Clues:

- 1.8.F – use knowledge of word order (syntax) and context to support word identification and confirm word meaning

Skip-ahead or Backtrack:

- 1.8.G – read both regular and irregular words automatically such as through multiple opportunities to read and reread

Phonics/Decoding:

- 1.7.C – learn and apply letter-sound correspondences of a set of consonants and vowels

to begin to read

- 1.7.D – learn and apply the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs
- 1.7.E – blend initial letter-sounds with common vowel spelling patterns to read words
- 1.7.F – decode by using all letter-sound correspondences within regularly spelled words
- 1.7.G – use letter-sound knowledge to read decodable texts
- 1.8.A – decode by using all letter-sound correspondences within a word

Word Structure:

- 1.8.B – use common spelling patterns to read words
- 1.8.C – use structural cues to recognize words such as compounds, base words, and inflections

Stage 2: Assessment Evidence

Performance Task:

So You Need an Illustrator:

Discuss the roles of authors and illustrators and how the two need to work together in order for the correct meaning to be expressed. You are an illustrator who needs to find a new illustrating job. A famous author would like to see a sample of your work before she hires you to illustrate her new children's book. Your job is to illustrate a given sentence from her new book. You will then meet with the other illustrators who are up for the same job and compare the different representations of the story.

Reading Strategies:

The students will identify the different reading strategies they use while reading an unknown text. During a reading conference, the student will share which strategies are most helpful to them and why.

Other evidence:

Are you a good reader? Survey (given at beginning and end of the Unit)
Comic Strip Writing
Readers' Response Notebook Entries
Matching Game
Cloud Creation and Writing
Classroom Job Illustrations
DPRC – Running Records
Student conferences
Comprehension Tests
Guided Reading Groups

Stage 3: Learning Activities

This unit is designed to be taught as a whole class introduction to reading strategies with the various strategies also being taught and reinforced in Guided Reading Groups. The focus on the use of illustrations is to be completed using the Scott Foresman Reading Series – 1st Grade, Volume 2, Take a Closer Look.

Introductory Activities:

- Give students the "Are You a Good Reader?" Survey
- As a whole group, present the first essential question – **What is a "good" reader?** On a piece of chart paper, record all student responses. Post chart in a prominent place in the classroom to be referred to throughout the unit.
- Explain that throughout the year we will learn different strategies that people can use to become good readers like the one we just discussed.
- Introduce essential question – **How can illustrations help us become good readers?**

- What is an illustration?
- Who creates illustrations?
- Where do we find illustrations?
- Do all books have illustrations? Why or why not?
- **Comic Strip Investigation** – Look at a comic strip that does not contain any words (such as *Garfield*) until the last frame. Cover the last frame. Discuss what is happening in each frame. How do you know? What is telling you that? Then the students will be given a copy of the last frame and they will have to fill in the word or thought bubble. We will then compare them and talk about how they fit with the rest of the comic strip.
- Post vocabulary (illustrator, illustration) on Word Wall.

Week 1:

- Introduce reading anthology theme: “Look closely! Now what can we see?” Look at student anthology p. 9 to discuss the picture on that page. What is happening? What do you see? Look again. What else can you see?
- Read story “The Nap”, TE 10-17. Ask comprehension questions. What is the dog dreaming about? (Baseball.) Why is he dreaming about baseball? (Requires closer look at illustrations to see that his owner/the boy had been outside playing baseball.)
- Read “Oh, Cats!”, TE 18-39. Guide comprehension so that students understand that the girl wants to play with the cats, but they don’t want to play with her at first. **Reader Response Notebook – Why didn’t the cats want to play with the girl at first?**
- Before rereading story, the students will share with a partner their Reader Response answers. Next, we’ll take a closer look at the illustrations to discover that the cats are distracted by a butterfly that they are chasing.

Week 2:

- Did the illustrations help us understand last week’s stories? If so, how? If not, how not? Do you think they will help us this week?
- **Matching Game** – The sentences and illustrations will be posted on the board in a mixed-up manner. We will discuss if these things make sense. Discuss why or why not? Do the illustrations help us figure out words we don’t know? Which words? Why? Sort a couple of the sentences and illustrations correctly. Transfer activity into the Choice center for the week.
- Read “Look at That!” TE 42-49. Find the pictures in the clouds. Have partners point them out to each other. Pay attention to clouds on page 48. Why is the boy frowning? Why is he running? How do you know?
- **Create a cloud** – The students will use cotton balls on blue paper to create something. They will then write a sentence to match their cloud illustration. The clouds and descriptions will be posted separately allowing for the students and parents to try to match the descriptions with the clouds.
- Read “Can You Find It?” TE 50-65. Guide comprehension. With a partner, find the snails.
- Look closely at the map on page 51. What do you see? Did we see any of those locations later in the story?

Week 3:

- **Academic Prompt** – Answer the following question in your Reader’s Response journal: **“Do illustrations help you be a good reader?”** Ask students if they would like to share their responses with the class.
- Picture Walk through story “What Did I See?” TE 68-75. Talk about what the students see in each picture. Predict what the girl will do next using what the students see in each picture. Ask students to show thumbs up, down, or sideways to answer the question – “After doing this picture walk, do you think you know what this story is going to be about?”
- Read story, TE 68-75. Show thumbs again if the story was what you thought it was about.
- Go on observation walk around school. What pictures/signs do the students see in or around the school? (eg. Exit signs, Boys and Girls bathrooms, etc.) How do these pictures/signs help us?
- Pretend a new student has joined our classroom who cannot read our classroom jobs. How could we help that student understand what the job name is and what he or she will have to do for that job? Have students create pictures to represent **the different classroom jobs** (line leader, door holder & lights, lunch manager, classroom manager, helper, agenda).
- Read “I Went Walking” TE 76-106. Discuss what the boy will see next and why. How is this walk like our walk?

Week 4:

- Begin creating “A Good Reader...” Book bulletin board. The bulletin board will have a book with pages falling out. The cover of the book will be “A Good Reader...” and the falling pages will contain a strategy name and a picture to visually cue the students. Throughout the year, the students can add die-cut books that say **“I am a good reader because...”** and they can complete the sentence.
- Introduce **Performance Task**. Review rubric. Do a sample sentence. Groups of 4 students will be created. They will all be given a different sentence. After they have all completed their illustrations, the students will regroup with those who had the same sentence as them. They will relocate to an area of the room where they will compare their pictures and the meaning they derived from the sentence. (Ex. The baby cried.)

- Go back to “What is a Good Reader?” chart and modify as necessary.

End of Reading Strategies Unit:

- Give students the “Are You a Good Reader?” Survey again – Have them compare their feelings from the beginning of the unit to their feelings at the end of the unit.

So You Need an Illustrator

Description:

Discuss the roles of authors and illustrators and how the two need to work together in order for the correct meaning to be expressed. You are an illustrator who needs to find a new illustrating job. A famous author would like to see a sample of your work before she hires you to illustrate her new children's book. Your job is to illustrate a given sentence from her new book. You will then meet with the other illustrators who are up for the same job as well as the author to compare the different representations of the story.

Preparation:

- Write each sentence prompt on a sentence strip.
 - The dog jumped.
 - The ball bounced.
 - The mom yelled.
 - The girl ran.
 - The cup broke.
 - The boy played.
- Write each prompt on a small piece of paper to pass out to students.

Materials:

- White drawing paper
- Pencils
- Drawing Materials: Crayons, markers, colored pencils, paint

Procedure:

- Introduce project description to the students.
- Complete a sample sentence as a class – The baby cried. While contemplating the illustration discuss with the students what needs to be in this drawing (a baby and it needs to be crying). Encourage the students to think more about it though. Why is that baby crying? How does adding that detail to the illustration help us better understand the sentence? Remind students that illustrations help us understand and sometime they contain more information than the sentence does.
- Break students up into groups of four. Give each student in the group a strip of paper with different prompts. The group will be given a specific location to work in the classroom. Remind students that they cannot share ideas because they have to pretend they are illustrators that are located elsewhere in the United States. They won't see or talk to the other illustrators who are trying to get the same job as they are.
- Allow students time to complete their illustrations.
- The next day, the class will meet as a whole group. The teacher will choose one sentence strip at a time to post on the board and will then ask the illustrators who worked with that sentence to come up and post their illustrations. Allow students time to observe the illustrations. We will then discuss the different illustrations and how they meet the needs of the author. What do they notice the most? What stands out? Which one gives the sentence more meaning?
- Repeat with the other sentences. Post all work and sentence strips in the classroom or hallway for others to see.

Name: _____

So You Need an Illustrator Rubric

	Unacceptable	Approaching	Meeting
Does the illustration match the content in the sentence? (10 points)	Illustration does not match what the sentence is about.	Illustration contains 1 item from the sentence.	Illustration contains both items in the sentence.
Does your illustration include a variety of colors and have your sentence written on it? (5 points)	Illustration uses only pencil or one color and does not have sentence.	Illustration uses 2-3 colors and has an incomplete sentence.	Illustration uses more than 3 colors and has the complete sentence written on it.
Participation – Did you compare your illustration to other illustrations and discuss with another student? (10 points)	Student is unwilling to share.	Student only shares his or her illustration. Or Student only talks about another student's illustration.	Student shares his or her illustration and compares it to another student's illustration.

E = 25, 24, 23
N = 19, 18

S = 22, 21, 20
U = 17 or below

Name: _____

Are You a Good Reader?

1. Do you think you are a good reader?



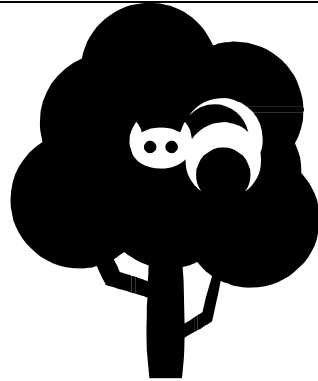
2. If you are a good reader, what makes you a good reader? If you are not a good reader, why aren't you?

Matching Game

The dog ran.



The cat is in the tree.



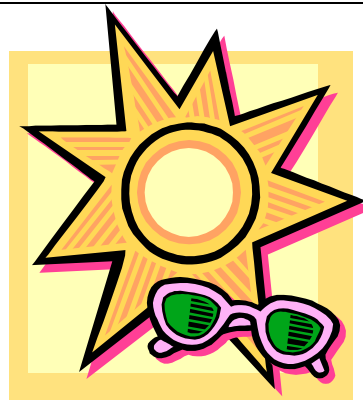
The boy has a ball.



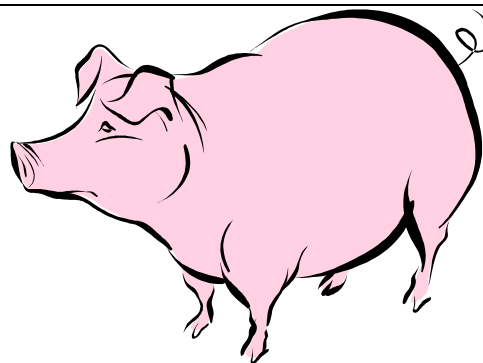
The mug is big.



The sun is hot.



I like the pig.



I see a snake.

