Whole Class lessons

Lesson 1: What is Reading Workshop?

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| **Rationale: Readers read and discuss a variety of books with others to learn and grow as readers. Students will learn the routines, procedures and expectations of members in a reading community.** |

* Go over how reading workshop is a special time to read and talk about three kinds of texts: fiction, nonfiction, and poetry
* Structure of reading workshop
	+ Read aloud a text
	+ Learn a new strategy to grow as readers
	+ independent/group practice
* Whole class read-aloud: *Henry and the Bucaneer Bunnies*
* Chart: What Does Reading Workshop Look Like, Feel Like, Sound Like?
* Introduction to classroom Library

Lesson 2: My Reading Life

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| **Rationale: Readers develop an understanding of their unique identities and think about themselves as readers. By sharing their insights with each other, students will learn about the members of their reading community.**  |

* Whole class read-aloud: *The Plot Chickens*
* Chart: Important Story Elements
	+ Characters
	+ Setting
	+ Plot
* Students independently complete chart in reader’s notebook using independent selection

Lesson 3: Exploring the World of Books and Growing as Readers

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| **Rationale: readers read different kinds of texts for a variety of reasons. Students will learn how to use their own identities, as well as recommendations from their reading community, to select well-matched texts, read for different purposes, and set reading goals.**  |

* Whole class read-aloud: *The Girl Who Hated Books*
* Chart: What’s the Purpose of Reading? (page 52)
* Transition to independent reading and choosing ‘just right’ books
	+ Can i see a clear picture in my mind of the story as i read?
	+ Are there more than five words on a page that i don’t understand?
	+ Do i enjoy it? Does it keep me interested?
	+ Does my speed feel too slow, too fast, or just right?

Lesson 4: Readers build Good Habits

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| **Rationale: Readers bring what they know or have experienced to all types of reading (i.e., they activate their schema) and ask questions as they continually interact with the text.  Students will learn strategies for making meaning as they read.** |

* Read Aloud: *Balloons Over Broadway*
* Chart: KWL- Tony Sarg and the Macy’s Thanksgiving Day Parade
* Independently/pairs are given sticky notes to respond and place in the “l” column of the chart

Lesson 5: Is It Making Sense?

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| **Rationale:Readers know how it feels to understand their reading and pay attention when meaning breaks down. Students will learn how to monitor for meaning and use “fix-up” strategies when meaning breaks down.**  |

* \* omitting *Swirl by Swirl*
* Read Aloud: *A Bad Case of Stripes*
* Visualization worksheet to complete during read aloud

Lesson 6: Let’s Share!

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| **Rationale: Readers determine what is important when reading so they can recount and talk about key ideas in a text. Students will learn how to find the important details in a text and talk with others about their thinking to extend their understanding and develop new ideas.**  |

* Read Aloud: Author’s Note *Balloons Over Broadway*
* Whole class: book discussion following rules for Discussion (page 87)
* Working in groups, have the students use conversation cards to practice book talks

Lesson 7: A Special Place for Storing our Thoughts

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| **Rationale: readers think about what they are reading and use tools to keep track of their thinking. Students will learn how to create a Reading Notebook and to notate their thinking about texts.**  |

* Read Aloud: Last two pages of *Swirl by Swirl*
* Display the appendix “My Thoughts” (page 71) and read through suggestions
* Stop and jot questions, connections, reflections, or predictions while reading
* Students personalize notebooks and create a Reading Response section
* Allow students to independently read a desired selection and respond in their notebooks.

Lesson 8: Let’s Talk About it!

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| **Rationale: Readers have collaborative conversations about books to build ideas and deepen their understanding of texts. Students will learn how to discuss a topic by providing specific evidence from the text to support their points. They will also learn how to pose and respond to clarifying questions or comments.** |

* Read Aloud: *The Bee Tree*
* Chart: Discussion Starters Used Most Frequently (page 75)
* Fishbowl with students
* See extensions on page 74 for additional options