

Launching the Reading Workshop

Independent Reading

First Grade

Current research and best practices indicate that establishing routines and procedures is the key to managing independent reading in a reading workshop. The lessons taught during the first weeks of school will play an important role in establishing a well-organized and productive classroom for students to be able to read independently for a period of time each day. The following mini-lessons have been used in establishing Independent Reading workshop in first grade. The sequence and length of time for each mini-lesson will be guided by the needs of your students.

Please keep in mind that Independent Reading is only one component of a Balanced Literacy System. Throughout this unit, Interactive Writing, Read Alouds, and Shared Reading are also taking place and will support students' independence. This is evident throughout several lessons, for example on Day 12, students are expected to help coach their reading partner through the reading, including the use of decoding strategies, therefore, prior teaching would have taken place in order to support this lesson.

Mini-lesson	Components of Lesson
Who Am I As A Reader? <i>KEY CONCEPTS</i> *Readers read for a variety of purposes *Readers are a part of a diverse community of readers.	
Day 1 What do readers read? Why do readers read?	*Mini- lesson Class chart- What Things Do We Read Every day and Why? What Do We See Others Reading and Why? Tell students that before they select reading materials they need to think about what they are interested in and their purpose for reading. *Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes at individual seats. *Debrief/Share Students share notices about their reading. Teachers may want to encourage children to interview parents at home about their reading habits/interests. <u>*This may be a good opportunity to discuss the digital media and tools that people use every day as readers.</u>

Day 2 and Day 3 What does Reader's Workshop Look Like?	<p>*Mini- lesson Explain components of a workshop:</p> <ul style="list-style-type: none"> • Mini-lesson: a short time when the teacher teaches us about how to be a better reader • Independent student work time: students read and practice what was taught in mini-lesson • Debrief/Share time: teacher and selected students come back and share their notices and discoveries <p>*Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats.</p> <p>*Debrief/Share Students share notices about book baskets.</p>
Other Possible Mini-Lessons	<ul style="list-style-type: none"> • Sharing Favorite Books • Sharing Reading Memories
<p align="center">Making our Classroom a Good Place to Read</p> <p align="center"><i>KEY CONCEPTS</i></p> <p align="center"><i>*Readers need a conducive environment to be successful readers.</i></p> <p align="center"><i>*Readers are in charge of their reading lives.</i></p>	
Day 4 Preparing Our Classroom for Readers	<p>*Mini- lesson The teacher establishes classroom routines and reading rituals</p> <ul style="list-style-type: none"> • Classroom library set-up and procedures • Readers learn how to take care of books <p>Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats.</p> <p>*Debrief/Share Students share notices about books and what they noticed about good reading habits.</p>
Day 5 Preparing Ourselves to Read	<p>*Mini- lesson Revisit routines from previous day about classroom routines. Teacher discusses expected reading behaviors while reading. Make a chart: What do Good Readers . . .</p> <ul style="list-style-type: none"> • Look like • Sound like • Feel like <p>*Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes at individual seats</p> <p>*make note of good reading habits.</p> <p>*Debrief/Share Students share notices about books and share what it looked like, sounded like, and felt like while reading.</p>

Day 6 Building Reading Stamina	<p>*Mini- lesson Teachers discuss the importance of pushing ourselves to be the best readers we can be, reading long and strong. Teachers may want to set reading goals for the class based on the duration of reading to this point. (If your class read for 10 minutes on yesterday, your goal for today may be 11 minutes.)</p> <p>Make a Chart: Reading Stamina Chart (Daily Five) to have a daily visual to motivate students.</p> <p>*Independent Student Work Time Students follow established independent reading expectations with increasing stamina.</p> <p>*Debrief/Share Selected students share about their reading stamina.</p>
Day 7 Conferences	<p>*Mini- lesson Teacher discusses what a reading conference is and why it is important. Model conference with student and ask what they notice and discuss findings. Students turn and talk to partner about their job during conferences. Discuss interruptions and its effects on the reading environment.</p> <p>*Independent Student Work Time Students follow established independent reading expectations with increasing stamina.</p> <p>Make note of interruptions to share with next days mini-lessons.</p> <p>*Debrief/Share Selected students share about teacher conference.</p>
Day 8 Conferences	<p>*Mini- lesson Chart: Helping Ourselves to Not Interrupt During Conferences (list strategies for dealing with situations such as: bathroom, tissue, drinks, emergencies)</p> <p>*Independent Student Work Time Students follow established independent reading expectations with increasing stamina.</p> <p>*Debrief/Share Teacher shares notices and gives compliments and reminders</p>

Staying Focused on Reading

KEY CONCEPTS

*Reading is Thinking

*Readers participate in collaborative conversations with accountable talk

*Purposeful Selection of reading materials

**This may be a good opportunity to discuss the digital media and tools that people use every day as readers.*

<p>Day 9</p> <p>Ways to read and interact with text</p> <p>*This lesson is to establish for readers that reading is thinking.</p>	<p>*Mini- lesson Teachers will begin this lesson with a quick review of ways to read and interact with text, modeling as needed. Students should remember from Kindergarten the three ways to read (pictures, words, retelling of a familiar story in your own words)</p> <p>The teacher will begin to show students how they can have meaningful conversations about text.</p> <p>In this and subsequent lessons, the teacher can model:</p> <ul style="list-style-type: none">• Activating Schema• Discussing Connections• Think Alouds• Thinking and Predicting• Checking for Understanding• Summarizing and Retelling <p><i>These should be very brief introductions to thinking about text. These strategies should be taught in depth in future units.</i></p> <p>*Independent Student Work Time</p> <p>Students follow established independent reading expectations with increasing stamina.</p> <p>*Debrief/Share Teacher selects different students to share different ways they read and interacted with text.</p>
<p>Day 10</p> <p>What Readers Do When They Finish a Book</p> <p><i>Teacher note- This mini-lesson will be revisited throughout the year.</i></p>	<p>Mini- lesson Teacher demonstrates some of the inappropriate behaviors she has seen in her classroom (flipping through books too quickly, not attempting to read, daydreaming, etc) Chart: What Readers Do When They Finish a Book</p> <ul style="list-style-type: none">• Reread• Look closely at pictures• Reread it with a story telling voice (model with appropriate text)• Make connections <p>*Independent Student Work Time</p> <p>Students follow established independent reading expectations with increasing stamina.</p> <p>*Debrief/Share Teacher compliments behaviors noticed.</p>

<p>Day 11</p> <p>Reading with a "Just Right" Partner</p> <p>*Prior to this lesson teachers should have already predetermined "just right" partnerships.</p>	<p>*Mini- lesson During this lesson teachers introduce reading partners by explaining that partners help motivate us to grow as readers.</p> <p>Expectations for reading with partners.</p> <ul style="list-style-type: none"> • Elbow to Elbow, Knee to Knee • I'll read to you and you read to me • Book in the middle so we both can see <p>Either before or after students sit Elbow to Elbow, teacher will provide options on how to read with a partner. For example:</p> <ul style="list-style-type: none"> • Taking turns one at a time • Choral reading • Echo reading (Fluency) • I read and you retell, you read I retell <p>After teacher models an option, display the "Just Right" list of partnerships.</p> <p>*Independent Student Work Time</p> <p>Students follow established independent reading expectations with increasing stamina.</p> <p>*Debrief/Share Selected partnerships will share notices about their reading experience with their partner.</p>
<p>Day 12</p> <p>Coaching our "Just Right" Partner</p>	<p>*Mini- lesson Teacher will demonstrate ways that readers discuss text and help each other through confusions encountered during reading.</p> <ul style="list-style-type: none"> • Talk about the confusing part • Think about what is happening in the story • Prompt for decoding strategies • Checking for understanding through retelling • Act it out • Critiquing the book • Discuss the Author's craft • Reflect on reading growth <p>Additional information on more ideas can be found in <u>A Curricular Plan For The Reading Workshop Grade 1</u> by Lucy Calkins</p> <p>*Independent Student Work Time</p> <p>Students follow established independent reading expectations with increasing stamina.</p> <p>*Debrief/Share Selected partnerships will share notices about their reading experience with their partner.</p>

Readers Choose 'Just Right' Text

Key Concepts

***Readers choose text that is 'just right' to support their growth in reading independently**

***Readers are in charge of their reading lives**

Day 13

Choosing 'Just Right' Text

Teacher note-A possible resource is the book, Goldilocks and the Three Libearians available through Upstart Magazine.

***Mini-lesson** Teacher will review characteristics of easy and hard text:

Easy

- can be read very quickly
- is not enjoyable
- has no challenges
- nothing left to teach you as a growing reader

Hard

- is hard to understand
- is not enjoyable
- has too many challenges

Teacher reviews characteristics of just right books

- has only a few challenging words
- can be read at a good pace
- can be understood by the reader
- is interesting to the reader

Depending on the level of text complexity, the 'Five Finger Rule' is a strategy that can be used.

***Independent Student Work Time**

Students follow established independent reading expectations with increasing stamina.

Teacher walks around and conferences with students about text that is just right.

***Debrief/Share** Selected students share 'just right' text read and how they knew they were just right.

Reading for a Lifetime

Key Concepts

***Readers continue to use good reading habits throughout their life**

***Readers keep a record of their reading goals**

***Readers reflect and respond to text in a variety of ways**

<p>Day 14</p> <p>Sharing our Recorded Responses to Text</p>	<p>*Mini-lesson Teacher will model various methods for recording responses to text to demonstrate how readers hold their thoughts in their head and capture their understanding.</p> <ul style="list-style-type: none"> • Graphic Organizers • Story Maps • Sticky Notes • Reading Response Journals • Drawings • Reflection Sheets (Exit Slips) • Digital Responses <p><i>*Independent Student Work Time</i> Students follow established independent reading expectations with increasing stamina. Teacher walks around and conferences with students</p> <p><i>*Debrief/Share</i> Selected students share recorded responses.</p>
<p>Day 15</p> <p>Celebration</p>	<p>The teacher can create a class appropriate event that highlights their reading accomplishments!</p>



READING CONTRACT

As a growing reader, I pledge to do the following:

- Take care of books and reading materials
- Choose a variety of books to read
- Take care of the class library and return books to the right spot
- Read every day and every night
- Stay focused on my reading and not disturb other readers
- Think and talk about what I read
- Participate in conferences with my teacher

Student Signature