

Second Grade Launching Reading Workshop:  
RL1 , RL5, RL7, SL1, SL3, SL4, L5 (S2-3.5)

Mini Lesson:	Components of Lesson:
<p>Day 1: Review/practice expectation of reader's workshop &amp; What does reader's workshop look like</p>	<p>Connection - Today and every day we will start the reader's workshop with a mini-lesson. In every mini-lesson I will remind you of what we've been learning and then I will tell you what we'll be learning today. When I teach you something that good readers do your job is to listen and learn. This is when I'll do most of the talking and your job is to be a good listener. Then after I teach you something we will all try it on the carpet. Then I will send you off to work on your reading and I will remind you of what good readers do.</p> <p>Teach - Readers, today we will talk about what our reader's workshop will look like in our classroom every day. Teacher will create an anchor chart of what reader's workshop looks like.</p> <p style="padding-left: 40px;">Readers:</p> <ul style="list-style-type: none"> <li>-read every day</li> <li>-work with partners</li> <li>-choose books</li> <li>-talk to teacher about their reading</li> </ul> <p>Active Involvement - Readers turn to the person beside you and talk about what reader's workshop will look like.</p> <p>Link - Readers, today we are going to practice choosing books from the baskets on your tables and reading or looking at the books quietly to yourself.</p> <p>Share - As you were reading today, I noticed ..... teacher will identify students who were working well</p>
<p>Day 2: What does reader's workshop sound like?</p>	<p>Connection - Yesterday we talked about what reader's workshop looks like. Remember our chart.</p> <p>Teach - Today we're going to talk about what it sounds like. Watch me while I choose a book, read a book, put a book back in the basket. (Model choosing a book, pretend different ways to read in first grade - pictures, whispers. Model reading a book loudly then model reading one quietly.)</p> <p>Active Involvement - Turn and talk to the person beside you about which way would be the best way for us to read during reader's workshop so that everyone can do their best reading. After a little time the teacher says I heard ____ say we should be reading very quietly so that everyone can do their best reading.</p> <p>Link - So today and every day when we are having reader's workshop it should sound very quiet. If we are reading alone, with a partner, or with the teacher it should sound very quiet in our room.</p>

<p>Day 3: Developing good listening skills</p>	<p>Connection: Yesterday, we reviewed what reader's workshop sounds like</p> <p>Teacher: Today, I am going to teach you how to talk with your partner about books you've heard or read. Read part of a story to students and model how to talk about it with a partner.</p> <p>Active Involvement: Turn and talk to your partner about the things you heard me say to my partner about the story.</p> <p>Link: So today and every day when you meet with your partner in reader's workshop remember make sure your conversation is about your reading work.</p>
<p>Day 4: Sketch your favorite reading memory and how to get help during workshop (this will depend on the teacher's classroom management plan)</p>	<p>(adapted from Growing Readers by Kathy Collins, pg. 71)</p> <p>Getting Ready - paper for each student (half sheet or large index card), chart paper/markers to demonstrate teacher's own reading memory, baskets of books on tables</p> <p>Connection - We've been talking about what reader's workshop looks &amp; sounds like and what good readers do. I want to learn more about what YOU do as readers.</p> <p>Teach - Today we're going to talk about our favorite reading memories. One thing good readers do when they think about memories is to make a quick sketch because sketching helps you picture your memory. I'm going to teach you how you might think about your favorite reading memory and sketch it. Watch me sketch my favorite memory. Teacher sketches favorite memory and sketches. Remind students to watch and not talk. Did you notice how I sketched that quickly? I didn't need it to be perfect because I know I'm going to talk to you about it too. I sketched myself ..... teacher describes sketch and why it is his/her favorite reading memory. Readers, close your eyes and see if you can picture me ..... You're picturing my favorite reading memory, but soon you are going to get the chance to picture your own. It was hard for me to decide to sketch this one because I have a lot of reading memories, and you probably do too. Did you notice how I decided on this memory and sketched it quickly? Did you notice how when I sketched it I really tried to picture it in my mind.</p> <p>Active Involvement - I know you've all got reading memories you can share. Take a moment to think about a reading memory you have. Close your eyes and think about it and then turn to the person sitting next to you and tell that person about your own best reading memory. Teacher listens to some of the partner conversations and shares "I heard _____ say....." Teacher shares a few.</p> <p>Link - I love how you all have favorite reading memories even though you are only in first grade. It is very important to think about those times because I</p>

	<p>want our classroom to be the kind of place where we can all make new reading memories. Readers, you have a big job! You need to think about your reading memories again and make a quick sketch of one memory so other readers can picture them too. As you finish your sketch choose a book from the baskets located on your table to read quietly so that we can make our classroom the kind of place where we all make new reading memories.</p> <p>Mid-workshop Interruption - Readers, I need to interrupt you for a moment. I love the way ____ remembered to read quietly when he/she finished his/her sketch. (This is a good chance for teachers to walk around, monitor students and assist those who are having difficulties.)</p> <p>Share - Share your best reading memory with the person sitting next to you. Teacher listens in. Teacher can create display using students best reading memories.</p>
Day 5: Reading goals for the year	<p>Connection - Over the last two weeks we have learned a lot about ourselves as readers.</p> <p>Teach - Today we're going to talk about setting reading goals for ourselves. This year you are going to change a lot. You are going to get taller, lose some teeth, learn to be a writer, do hard math problems, and become really great readers. Since this is a brand new school year it is just like New Year's when people make promises or goals for what they want to do in the new year. Good readers have goals or promises that they make too. One of my goals for this year is ..... Teacher shares personal reading goals such as reading more poetry and reading non-fiction.</p> <p>Active Involvement - Think about what goals you have as a reader this year. Tell your partner what your reading goals are. Teacher shares what he/she hears.</p> <p>Link - So as you go off to read today think about promises you can make to yourself about becoming a better reader. We will share some of these at the end of our reader's workshop.</p> <p>Share - Share some of the promises you make to yourself about becoming a better reader.</p>
Day 6: Introduction to the classroom library	<p>Connection - I have noticed that during your independent reading time you are enjoying the books in your baskets. I have also noticed that many of you would like to read other books in the classroom, such as a book I read aloud or books in the classroom library.</p> <p>Teach - So today we are going to take some time to learn about our classroom library. Our library is a very important part of the classroom. Many of these</p>

	<p>books I bought myself or someone gave to me as a gift and so they are very important and special to me. I am so excited about being able to share these with you to help you become a better reader.</p> <p>Active Involvement - Take a minute to look at our classroom library. Tell your partner all the things you notice about our classroom library.</p> <p>Link - Today as you read quietly I am going to let groups of students visit the classroom library and choose a book they would like to add to their table basket.</p> <p>Share - Share one of the new books you selected.</p>
Day 7: Taking care of books:	<p>(adapted from Growing Readers by Kathy Collins, p.79)</p> <p>Connection - Readers, I am so proud of you for staying focused on your reading during our reader's workshop. I have noticed one small problem.</p> <p>Teach - When you are putting books back into the baskets on your tables sometimes you put them back any old way. Look at this basket from _____. Teacher shows the basket. Some are upside down or backwards. Do you notice how these books are sort of messy? Some are upside down, some are backwards and some are even stuck together. When this happens readers have trouble finding the books they are looking for. It is also a problem because our special books get ruined when they are just thrown back into the baskets. Good readers take care of the books even when they are finished reading them. Let me show you how that looks. (teacher models)</p> <p>Active Involvement - Turn and talk about what you saw me do. Teacher shares what she heard.</p> <p>Link - Readers, we know that it is important to read and we also know that it is just as important to take care of the books we read.</p> <p>Share - Highlight students who took care of their books.</p>
Day 8: Readers know how to take care of the library	<p>Connection - Readers, over the past few weeks you have been reading books from your table top baskets. Soon you will be choosing books from the classroom library. Just as it is important to take care of the books in our table top baskets it is just as important to take care of the books in our classroom library.</p> <p>Teach - Today I'm going to teach you about what kinds of book baskets we have in our classroom library so you'll know where to find the books you love. Teacher talks about book baskets.</p> <p>Active Involvement - Tell your partner which book basket you would like to visit in the classroom library.</p>

	<p>Link - Today and every day when you choose a book from the library remember to put it back where you found it so that another reader will be able to choose it.</p> <p>Share - Teacher choice.</p>
Day 9: Readers borrow and return	<p>Connection - Readers, over the past few weeks you have been reading books from your table top baskets. Soon you will be choosing books from the classroom library. Just as it is important to take care of the books in our table top baskets it is just as important to take care of the books in our classroom library.</p> <p>Teach - Today I'm going to teach you about what kinds of book baskets we have in our classroom library so you'll know where to find the books you love. Teacher talks about book baskets.</p> <p>Active Involvement - Tell your partner which book basket you would like to visit in the classroom library.</p> <p>Link - Today and every day when you choose a book from the library remember to put it back where you found it so that another reader will be able to choose it.</p> <p>Share - Teacher choice.</p>
Day 10: Readers borrow and return books carefully	<p>Connection - Yesterday we learned about the kinds of book baskets in our classroom library.</p> <p>Teach - Today I'm going to teach you how readers pay attention to where their books come from so that they can put them back in the right place. Watch me as I.....teacher models choosing a book, returning a book while thinking aloud.</p> <p>Active Involvement - Tell your partner what would happen if we didn't put our books back in the right place.</p> <p>Link - Today and every day when you choose a book remember to pay special attention to the basket it was in so you can put it back in the same place.</p> <p>Share - Teacher choice.</p>
Day 11: All readers take care of the library	<p>Connection - Remember yesterday when we talked about how we take care of our books in our classroom library.</p> <p>Teach - Next week you are going to get to choose books from the classroom library so today we're going to come up with some class rules for taking care of the classroom library. For example, making sure books are not upside down or backwards.</p>

	<p>Active Involvement - Talk to your partner about rules for taking care of the classroom library. Teacher listens and generates list of 3- 5 rules.</p> <p>Link - Today and every day remember the rules for taking care of our classroom library so that we are able to find our favorite books.</p> <p>Share - How did you take care of books today? All class members sign the “Rules” anchor chart.</p>
Day 12: Readers choose books	<p>Connection - Over the past few weeks you’ve been reading books from your baskets. Today we’re going to select books from our classroom library.</p> <p>Teach - Our classroom library has so many books that it is hard to decide which one to choose to read. Watch me as I choose books for my bag. Teacher thinks aloud and shows how she looks at the front cover, title, author, pictures, words, blurb on the back cover, table of contents, and book recommendation. Teacher shares how many books go in the book bag/box - 3 to 5 depending on size of classroom library. Teacher shares when to shop for books (ie. table one on Monday, table two on Tuesday, etc.)</p> <p>Active Involvement - Turn to your partner and share how you saw me selecting my books. Teacher listens to students comments and creates anchor chart on ways to select a book.</p> <p>Link - Today and every day remember ways that good readers select books.</p> <p>Share - Teacher choice.</p>
Day 13: Readers choose just right books	<p>Teach – Today I want to teach you how to decide if a book is just right, too hard (challenge), or too easy (vacation). Teacher models using analogy of tricycle, bicycle, unicycle. Teacher explains riding a tricycle is too easy, riding a unicycle is something they could only do with the help of someone and that riding a bicycle is something they can do on their own. Sometimes you fall off their bicycle, but you get back on. Just like when you are reading you come to a word you do not know, but you can figure out the word and continue reading the story.</p> <p>Involvement – Turn to your partner and tell which kind of book you should read most often. Teacher shares what she heard and tells students the only way to become a better reader is to read just right books.</p> <p>Link – Today and every day when you are reading think about if this book is just right for you. Remember the only way to become a reader is to read just right books.</p>

Day 14: Strategies for choosing just right books	<p>Note: A good read aloud would be <i>Leo the Late Bloomer</i> by Robert Kraus &amp; Jose Aruego.</p> <p>Connection – Yesterday we learned that the only way to become a better reader is by reading just right books.</p> <p>Teach – Today we are going to learn how readers tell if a book is just right for them. (Teacher has pictures of tricycle, bicycle, and unicycle on a 3 column chart. Completes with class by thinking aloud. Under tricycle suggestions could be knows all the words, could be a favorite book, might read over and over, very easy for a reader. Under unicycle suggestions could be lots of tricky words, has trouble understanding the story on their own, needs help to read (friend, parent, teacher).</p> <p>Active Involvement – Tell your partner what you think we should write under the bicycle or the just right books. I heard you say..... (Under bicycle suggestions could be knows most of the words, has strategies to figure out unknown words, understands the story, the only way to become a better reader. )</p> <p>Link – Today and every day when you are reading remember that the only way to become a better reader is by reading just right books. You will know if it is just right by checking to see if there are too many tricky words and if you understand the book.</p>
Day 15: What's just right for you might not be just right for me?	<p>Connection – We have been learning how important it is to read just right books and how to know if a book is just right for you.</p> <p>Teach – Today we're going to talk about how one book may be just right for me but may not be just right for you. Let me show you what I mean. Teacher takes out a just right book of her own and models how her just right book may be too hard for a student in the class.</p> <p>Active Involvement – My friend likes to read about airplanes. Since I don't</p>

	<p>know anything about airplanes, do you think this would be a just right book for me. Turn and tell your partner what you think and why. I heard you say that this would not be a just right book for me because there are too many tricky words.</p> <p>Link – Today and every day when you are reading remember the only way to become a better reader is to read books that are just right for YOU!</p>
Day 16: Readers get their minds ready to read	<p>Connection – Yesterday we learned how readers choose their books. Now we need to know what readers do as they choose books.</p> <p>Teach: Today we are going to learn how readers get their minds ready to read by looking at the title, the cover, and thinking about what the book might be about. Watch me as I get my mind ready to read this book for the first time. Teacher models “thinking work” by thinking aloud what you do to get your mind ready.</p> <p>Active Involvement: Turn and tell your partner what you noticed me doing to get my mind ready to read.</p> <p>Link: Readers, whenever you pick up a book the first time, remember to get your mind ready to read it. Remember to notice the title and look closely at the cover picture. Don’t forget you also need to do the thinking work. You need to think, what might this book be about. Can I hear y’all say that?</p>
Day 17: Readers read with expression	<p>Connection – Last time we met we talked about getting your minds ready to read. Today we’re going to talk about how readers read with expression.</p> <p>Teach – I want to teach you that good readers read with expression. Let me show you what I mean. Teacher models with a previously read read-aloud book how he/she changes his/her voice to tell a sad part, a scary part, a funny part or to show different characters speaking.</p> <p>Active Involvement – Turn to your partner and talk about what you saw me do.</p> <p>Link – Today and every day remember that good readers read with expression.</p>
Day 18: What to do when you finish a book	<p>Connection – We have been talking about different ways to read books.</p> <p>Teach – Today I want to teach you what good readers do when they finish a book.</p>



	<p>(Teacher models rereading or choosing a new book – refer to Kathy Collins, pg. 90)</p> <p>Active Involvement – Tell you partner what you are going to do when you finish reading your book.</p> <p>Link – So today and every day remember that readers are never finished. You may either reread or choose another book.</p>
<p>Day 19/20 Readers make connection (text to text, text to self, text world)</p>	<p>Connection – Readers remember when I read the book _____ that was one of my favorite books because it reminds me of _____.</p> <p>Teach – Today I want to teach you that good readers are reminded of things when they read. That is called ‘making a connection’/ schema. Watch me as I reread _____. (Teacher rereads part of a story and models connection with a think aloud.)</p> <p>Active Involvement – Turn and tell your partner what you noticed me do.</p> <p>Link – So today when you are reading think about what your book reminds you of and make a connection/schema.</p>

Works Cited:

Kathy Collins Growing Readers

Debbie Miller Reading with Meaning

Lucy Calkins A Curricular Plan for the Reading Workshop 2

[http://curriculum.dpsk12.org/lang\\_literacy\\_cultural/literacy/elem\\_lit/curric\\_instruc\\_assess/planning\\_guides/2/index.shtml](http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/2/index.shtml)