

Setting the Stage for Reader's Workshop Procedure Mini-Lessons for the First Six Weeks of First Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Teacher Work Day	<p>Invite children to rug. Sing Oh What a Beautiful Morning. Explain that this is our common meeting and sharing area, where we all come together as a class community. Show the students my scrapbook about myself, my family and my life outside of school.</p>	<p>Sing Baby Beluga. Discuss and chat about The Schoolwide Rules, <u>The 5 "B"s</u> Be kind. Be safe. Be respectful. Be a thinker. Be prepared. How do we abide by them in our classroom?</p>	<p>Sing Five Little Ducks. Problem Solving Framework What is it? What does it say? When do I use it? Role play with different students and situations. <i>-Reading with Meaning, by D. Miller, page 99</i></p>	<p>Sing I Know An Old Lady. Introduce and explain Reader's Workshop Block, using Browsing Boxes</p> <ul style="list-style-type: none"> • 10-15 Mini-Lesson, Whole Group • 15-20 Ind. Reading w/ Conferences <p>10-15 Sharing of Skill or Strategy used</p>
Week 2	<p>Teach & Sing the Song, It's A Small World</p> <p>What is this thing called Reader's Workshop? What will happen during this time? Mrs. Jones will talk a lot and think out loud a lot, share what my brain is doing while I read.</p>	<p>Sing Little Rabbit Foo Foo.</p> <p>What do good readers do? What are good reading habits? Brainstorm and make a list. Browsing Boxes @ table groups</p>	<p>Sing Oh, A Hunting We Will Go.</p> <p>Where do good readers read? Brainstorm and make a class chart. Browsing boxes @ table groups</p>	<p>Sing Down By the Bay. What do good readers read?</p> <ul style="list-style-type: none"> • books, novels, poems • catalogs, recipes, phonebooks • signs, banners, posters • cereal boxes, tickets, letters, mail, magazines • newspaper, prescriptions • directions, manuals 	<p>Sing Five Little Monkeys. What do good readers do when they don't understand? Mrs. Jones . . .</p> <ul style="list-style-type: none"> • stops and re-reads • sound the word out slowly, stretch it • asks questions • looks a word up in the dictionary
Week 3	<p>Sing Three Little Kittens. Discuss "What is Reading?" 2-"What do good readers do?" Brainstorm lists as table groups and come back together.</p>	<p>Sing Do You Know the Muffin Man?</p> <p>Discuss <u>what</u> readers do:</p> <ul style="list-style-type: none"> • using pointer finger • using the pictures for clues <p>making good guesses by using what you already know</p>	<p>Sing Itsy, Bitsy Spider. Discuss different ways to read: Pretend Read, using The Gingerbread Man Picture Read, using A Book About Trucks Read the Words, using an ABC Book</p>	<p>Sing a familiar song. What do readers do when they come to a word they don't know? What is a strategy? Talk about the game Battleship and play it with the kids to demonstrate what strategy means.</p>	<p>Teach & Sing the Song, My Favorite Things Discuss what makes a book: * easy * just right * too hard Let students come up with rubrics for each and discuss each when shopping for a book.</p>

Week 4	Labor Day - No School	Sing a familiar song or poem. Review: What do readers do when they come to a word they don't know? <ul style="list-style-type: none"> • look at the first letter • look at the pictures for clues • see if it looks like another word Review: What is a strategy?	Sing a familiar song or poem. What do you notice about yourself as a reader? What can you do when you finish a book? <ul style="list-style-type: none"> • re-read the book • choose another one, talk w/ a friend read it with a buddy	Review: What makes a book: 1 easy 2 just right 3 too hard, and read examples of each and discuss things to look for: 1-Rookie Readers 2-Magic Castle Readers 3-Chapter Books Students sort some from book bins.	Get into indiv. book baskets. Show children a few genre baskets so each child has 3-4 books for their baskets and model how to find a spot in the room. No matter what - "No Wandering" Rule -Once you get to your spot, you stay there
Week 5	How do good readers make good choices in shopping for books? Content: What's my schema for this? Schema: What do I know about the books in my classroom & myself? Motivation? How hard am I willing to learn to read this book? Variety: Have I shopped for more than one type of text and level?	What do readers do when they come to a word they don't know? Introduce Strategy Card & how to use it <ul style="list-style-type: none"> • Chunk It, Get Your Mouth Ready • Look for Smaller Words • Look at the Pictures Think what makes sense	How to choose a variety of text levels Model the books on my nightstand <ul style="list-style-type: none"> • Pottery Barn Catalog • Language Arts Magazine • Reading with Meaning • Poetry Books, Mail and Letters Model the way I've made notes with sticky notes to help me as a reader	Sing a familiar song. Revisit: Discuss what makes a book: * easy * just right * too hard Mini-lesson focus: Students should be able to talk about why they've made the choices they made	Sing a familiar song. Mini-Lesson Focus: What are you doing during the 20 minute Self-Selected Reading block? What Level Reader are you? Level 1, 2, 3, 4 Go over chart,
Week 6	Thinking About Reading: We are learning strategies that readers use to construct meaning and decode words" - Chart What do readers do to help themselves understand and enjoy their reading? What do readers do when they come to a word they don't know? They . .	Thinking Aloud:-Being able to tell me out loud what you're thinking in your head, the best you can. Model thinking aloud. The more we do it the better at it, we become. * Introduce Message Center - leave a sticky note here for Mrs. Jones so you don't interrupt a private conference.	Choosing a new book? (Review what schema means.) Use your schema about books AND what you know about yourself as a reader to make a good choice. * Show and model the I'm Sharp and I'm Not Sharp pencil cups. Talk about when and how to use them during RW.	Reading and Thinking at the same time. Good Readers ask: <ul style="list-style-type: none"> • Does it make sense? • Does it look right? • Does it sound right? These reminders are on the back of your strategy card.	What is my schema coming into this classroom? What do I know about myself, books and the world? Good readers think about the things we already know while we read to help us read, think and understand the story.

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Grade 1