

READING workshop

Detailed lessons with a focus skill, how to prepare, standards, materials, mini lesson, independent reading, and sharing.

How to prepare for the lesson

materials

Mini lesson

skills

CCCS
aligned
standards

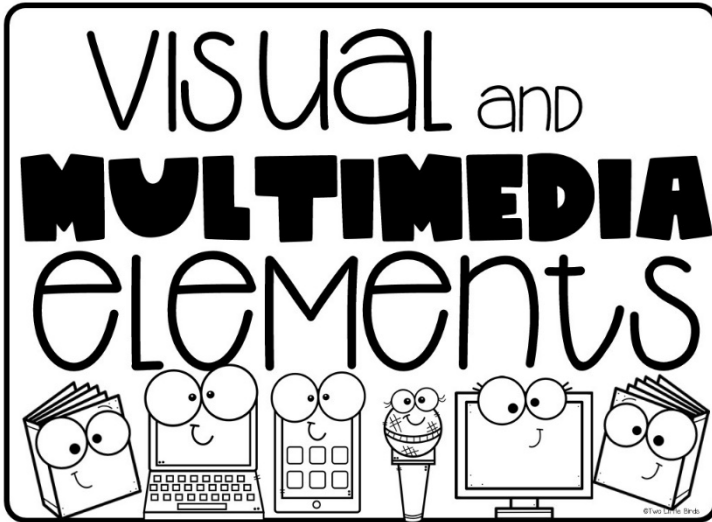
Independent
reading

sharing

DAY 1 VISUAL & MULTIMEDIA ELEMENTS		
MATERIALS <ul style="list-style-type: none">Anchor chart paper, topper, & markersInteractive read aloud sticky notesStudent reading notebooks & student anchor chartsA variety of text with illustrations, photos, text, graphic novels, etc.Devices with audio books (if available)Exit tickets	TO PREPARE <ul style="list-style-type: none">Gather a variety of multimedia for student usePrepare anchor chartCopy student pagesPrepare exit tickets	FOCUS SKILL <p>What are visual & multimedia elements?</p> STANDARDS <ul style="list-style-type: none">RL 3.7, RL 4.7, RL 5.7RL 3.10, RL 4.10, RL 5.10SL 3.1, SL 4.1, SL 5.1
MINI LESSON <p>Gather students in your meeting area to share that this week you are going to focus on different types of multimedia. What is multimedia...let's think about what multi means: multiple, a variety. What does media mean? When we think of media we may just think of news channels or journalists but it is any form of publication or broadcasting.</p> <p>Let students know that throughout the week, you will look at multimedia and make connections between different elements. But first, let's discuss visual and multimedia elements</p> <p style="text-align: center;">Create an anchor chart Visual and multimedia elements</p> <p style="text-align: center;">Visual elements are images such as photographs, illustrations, drawings Multimedia elements include sound, video, graphics, animations</p> <p>How do you think these elements can help us understand a text? We can analyze how these elements contribute to our understanding. We can look carefully at pictures, listen to an audio book, watch the movie version of a book, and more to help us understand and comprehend a text as active readers.</p> <p>Students can share if they have ever listened to an audio book, watched a show or a movie version of a book, read different versions of the same story (fairy tales are good examples to discuss), or read a picture book version of a chapter book story. All of these visual and multimedia elements help us with understanding the text...how memorable is the story that you've seen the movie to or listened to as well? Let's dig deep into these elements this week!</p>		
INDEPENDENT READING <p>While students are reading independently, they can use the variety of visual and multimedia elements that you have collected. They can take note of the elements that they find as they are reading and how they are helpful.</p> <p>Small group conversations include a variety of multimedia and visual elements. Storyline Online, Epic, Vooks, and YouTube are great resources to show animated or audio versions of popular books that you can use to target your small groups this week.</p> <p style="text-align: center;">**Please note that vocabulary activities are a separate file included in this download.**</p>		
SHARING <p>Gather back together to discuss: why do you think looking at a variety of visual and multimedia elements helps you as a reader? What sort of elements did you read-watch-look at today? When you read a book and watch a show, listen to an audio, or watch a movie; what order do you like best? (I prefer to always read the book first!) Talk about why you might like to read the book before the movie.</p> <p>Students can complete an exit ticket using a sticky note.</p>		

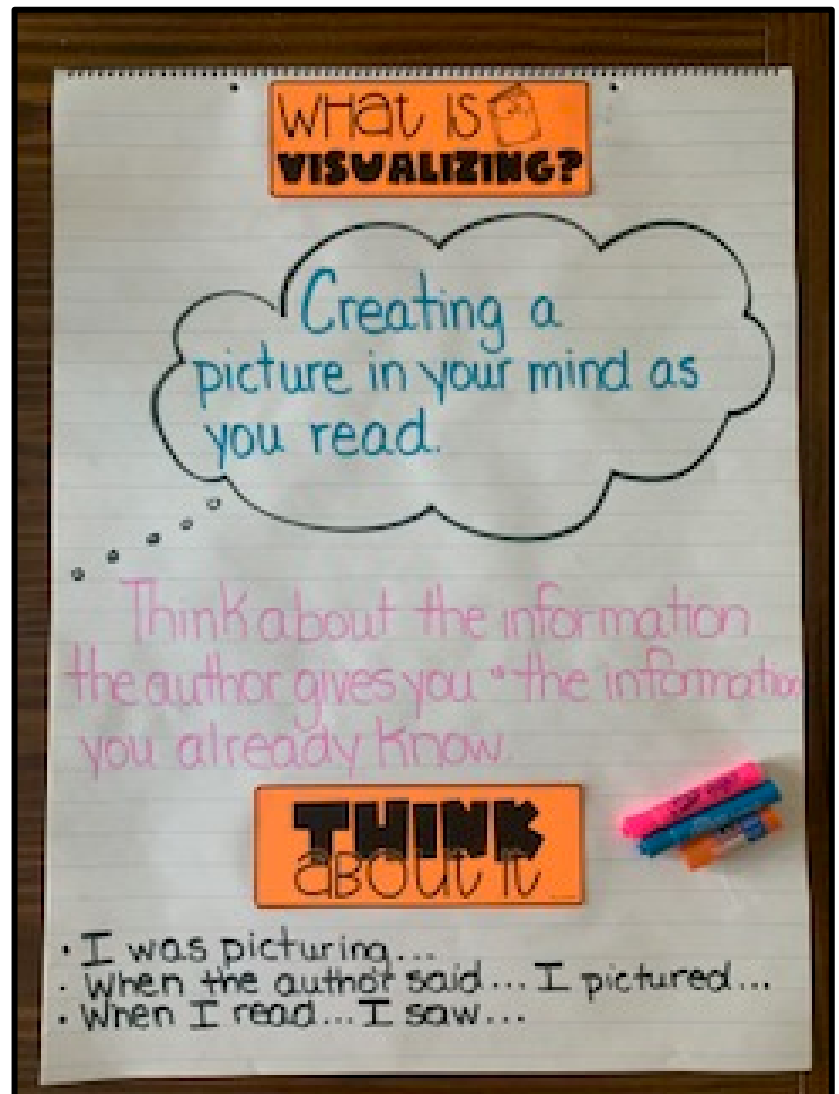
READING workshop

Pieces to create anchor charts plus example pictures.



Anchor chart
pieces

Anchor chart examples



READING workshop

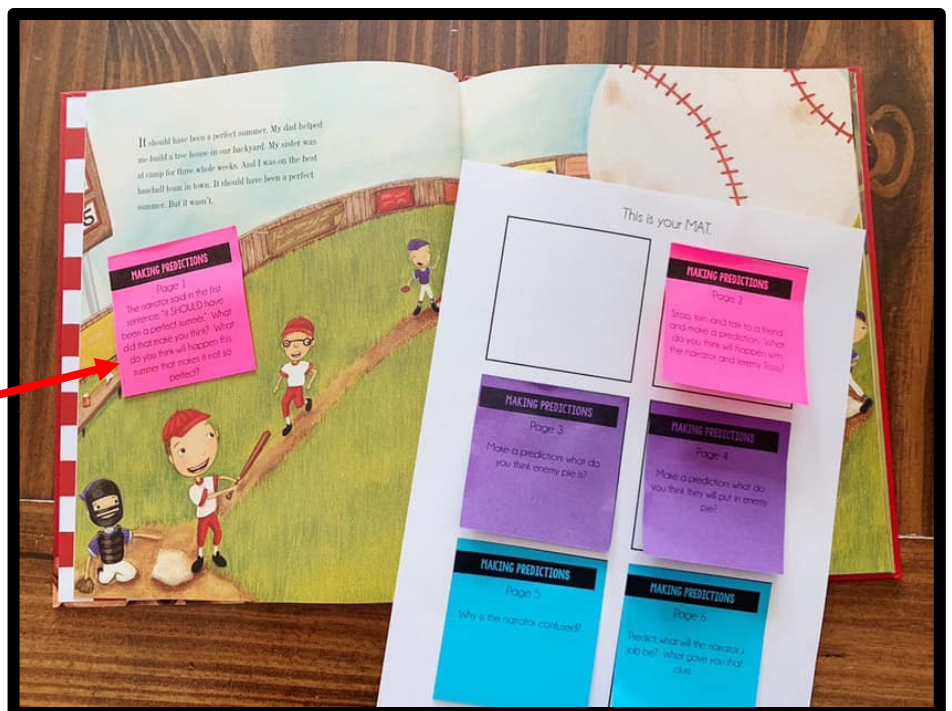
Interactive read aloud sticky notes for mentor text. .

This is your MAT.

READING INTERESTS Page 1-2 Where do you like to read?	READING INTERESTS Page 5-6 What do you think of when you open a new book? Do you think it has a special smell?
READING INTERESTS Page 7-8 What do you do when you find unfamiliar words that pop out?	READING INTERESTS Page 11-12 Do you like to read at night? (Make a connection to your own reading)
READING INTERESTS Page 17-18 How do you feel when you read the last drop of magic and a book is over?	READING INTERESTS Page 21-22 What does the author mean when he says: your eyes need time to taste? What did you think when you heard that?

Print on sticky notes

Place in the book for interactive read aloud.



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BOOK VS. MOVIE

TITLE: _____

How is the setting similar or different from the book?

How are the characters different than you imagined?
How are they the same?

Are there any parts of the book that are not featured in the movie?


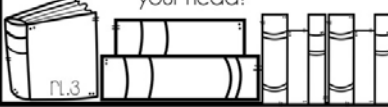
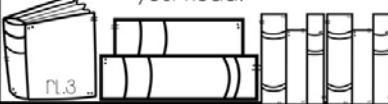
Do you think the movie portrays the same tone and mood as the book?

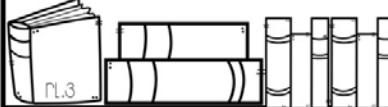
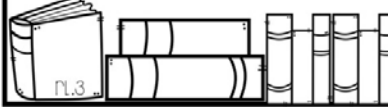
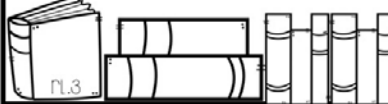
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Mini anchor charts for student reader's notebooks.

READING workshop

Skill based exit tickets to be used at the end of each lesson

EXIT ticket	
What do you pay attention to as you read to help you visualize the story in your head?	
	
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EXIT ticket	
What is sensory language? Why is it important to you, as a reader?	
	
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Laminate and use sticky notes so that you can reuse!

READING workshop

6 different extension activities for each week of the month, to be used with each mentor text.

EXTENSION activities

MAKING CONNECTIONS BETWEEN VISUAL & ORAL PRESENTATIONS

The following pages provide activities to make connections between your reading workshop and the visual and oral presentations.

1. WRITE FOR CH

There is a term
The book focuses
strongly about

2. EXPLORING W

There is a link
read more an

3. WILDLIFE AMO

Choose a place
small animals (i
habitat, where
these plants c

4. AUTHOR'S PUR

Students can
reading it.

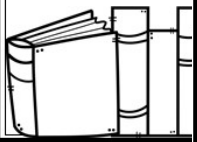
5. FINAL THOUGH

Students can

6. FOLDABLE BO

Students can

(There



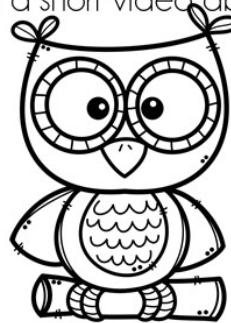
WILDLIFE among us

SMALL ANIMAL

HABITAT

exploring WILDLIFE

Read more and watch a short video about burrowing owls here.

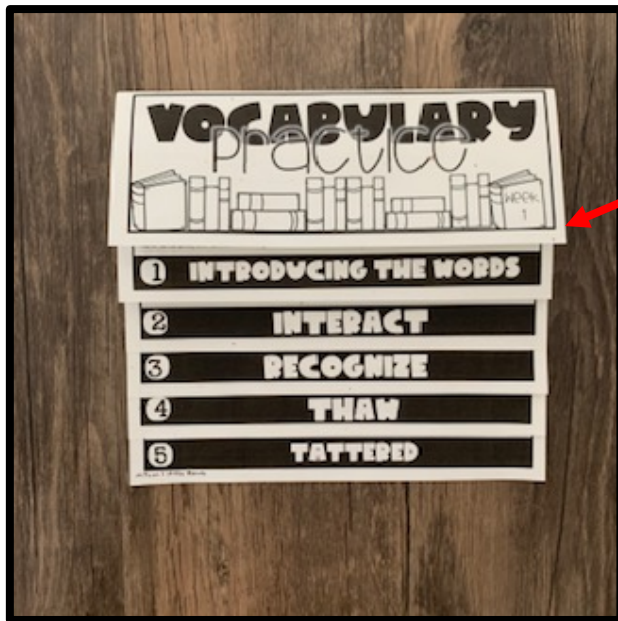


What is something you learned about burrowing owls?

What else would you like to find out about burrowing owls?

READING workshop

Each week includes 4 vocabulary words that connect to the mentor text. Vocabulary flipbook, reader's notebook pages, quick check, and rubric are included for each week.



Flipbook

Quick check

VOCABULARY CHECK	
Name: _____ Date: _____	
MATCHING: Draw a line from the word to the sentence that the word belongs in.	
recognize ____	_____ The ice became a puddle as it started to _____ in the warm sun.
interacted ____	_____ The boy could _____ his mom's voice even from far away.
tattered ____	_____ The _____ bear had seen lots of love from Amaya.
thaw ____	_____ I saw the way Juan _____ with the dog, and knew he wanted one of his own.

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VOCABULARY PRACTICE
When you think of the word THAW , what do you think of? Write words in each space below. Write its definition in the box below.
<div style="text-align: center;"><div style="display: flex; flex-wrap: wrap; justify-content: space-around;"><div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 5px;"></div><div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 5px;"></div><div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 5px;"></div><div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 5px;"></div><div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 5px;"></div><div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 5px;"></div><div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 5px;"></div><div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 5px;"></div></div><div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 10px; text-align: center; line-height: 60px;">thaw</div></div>
Definition: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>

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Reader's notebook pages

Rubric

VOCABULARY RUBRIC	
Name: _____ Date: _____	
A note from the teacher: _____ _____ _____ _____ _____ _____	
<ul style="list-style-type: none">Shows an understanding of the word.Uses the word in the correct way in speaking and writing.Identifies the correct meaning of the word.Vocabulary practice is complete.	4
<ul style="list-style-type: none">Shows partial understanding of the word.Identifies the meaning of the word without a deeper understanding.Vocabulary practice is slightly inaccurate.	3
<ul style="list-style-type: none">Shows a limited understanding of the word.Use of the word is minimal.	2
<ul style="list-style-type: none">Does not show understanding of the word or its meaning.Does not complete vocabulary practice.	1

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