

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

DAY 1

POINT OF VIEW

MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none">Voices in the Park by Anthony BrowneAnchor chart paper, topper, & markersInteractive read aloud sticky notesStudent reading notebooks & student anchor chartsExit tickets	<ul style="list-style-type: none">Copy sticky notes for your interactive read aloud.Look through "Voices in the Park" ahead of time to prepare for the interactive read aloud.Prepare anchor chartCopy student pagesPrepare exit tickets	<p>Point of View</p> <p>STANDARDS</p> <ul style="list-style-type: none">RL.3.6, RL.4.6, RL.5.6RL.3.10, RL.4.10, RL.5.10SL.3.1, SL.4.1, SL.5.1

MINI LESSON

Gather students in your meeting area to share that today they're going to talk about the point of view from which a story is told. What do you think point of view means?

Read and discuss pages 1-7 (the first voice) in "Voices in the Park" using the interactive sticky notes.

Discuss what a narrator is (the narrator is WHO is telling the story). The narrator can be a part of the story and telling the story from their own perspective or the narrator can be outside of the story and is not a character in the story. It's almost like someone is hovering over the action and looking in to tell the story. This is the POINT OF VIEW. The point of view is WHO is telling the story. Discuss the narrator in the first voice of "Voices in the Park." Is the narrator in the story?

The point of view greatly affects the way we understand a story. We are seeing/listening/reading the story through the narrator's perspective. The perspective that the narrator gives us is the way that we understand the events in the story.

Create an anchor chart
Point of View
The point of view is WHO is telling the story.

	POINT OF VIEW	PRONOUNS USED
FIRST PERSON	The narrator is a character in the story, they are part of the action. Their point of view is limited to what they see, hear, feel.	I, me, we, my, us, ours.
THIRD PERSON	The narrator is not a character in the story. They are not a part of the action but tell of the action.	He, she, them, their, they, him, her, names of people.

INDEPENDENT READING

Throughout the week, students can use the point of view page to fill in the point of view and the perspective of each of the voices in the book. They will use this to compare the points of view on day 4 as well as practice determining the point of view. This page can be kept in their reader's notebooks and referred back to as you read each voice each day.

Students can fill in the point of view page to go along with their independent reading books. Using/reading different text to consider the point of view is the best practice to help their deeper understanding of the story.

Small group conversations should highlight the point of view in the text and the clues to what the point of view is.

****Please note that vocabulary activities are a separate file included in this download.****

SHARING

Gather back together to discuss. How did the point of view of the first voice affect your perspective of the story? Do you know anything more than what she has told us? How did her perspective make you feel? Students can complete an exit ticket about inferencing using sticky notes.

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Pieces to create anchor charts plus example pictures.

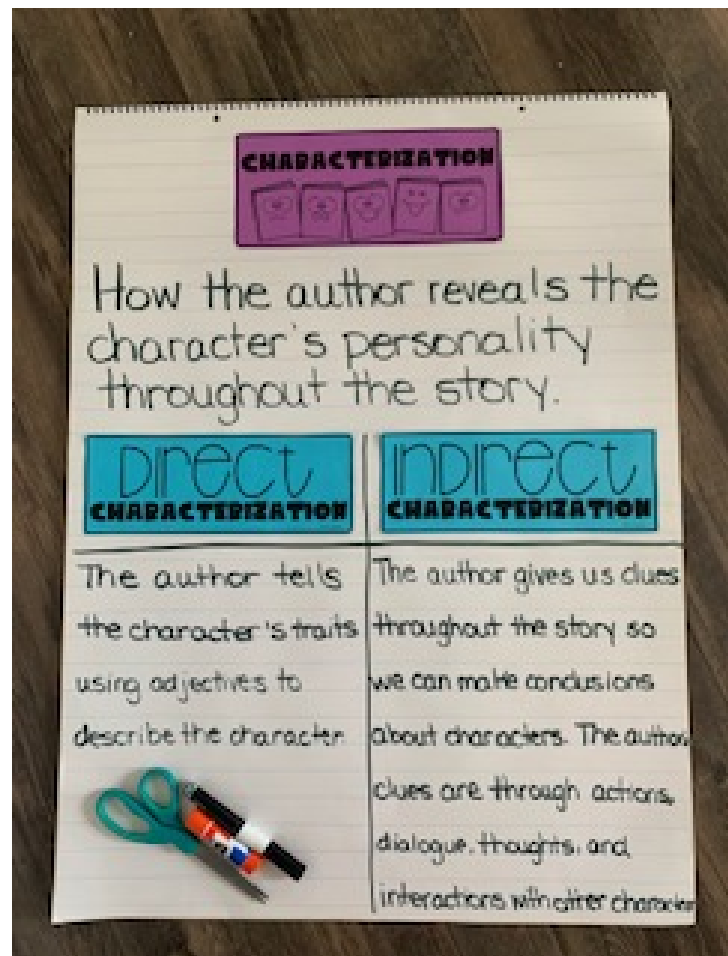
Determining the **POINT OF VIEW**

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Anchor chart
pieces

Anchor chart examples



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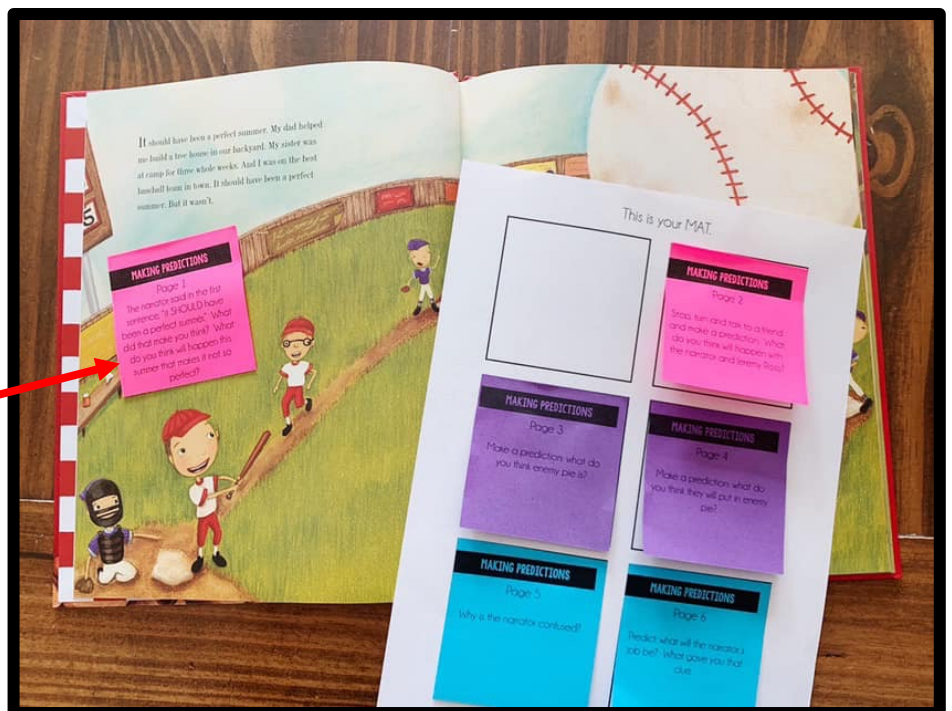
Interactive read aloud sticky notes for mentor text. .

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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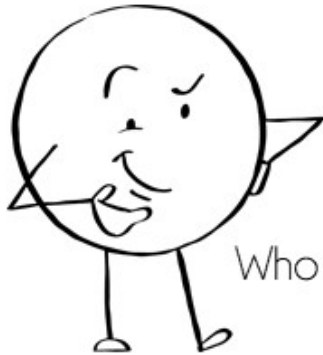
DETERMINING THE POINT OF VIEW



LOOK

for pronouns in the text

DO NOT look for dialogue.
Characters speak in first person and will use pronouns like: me, my our when they are speaking.

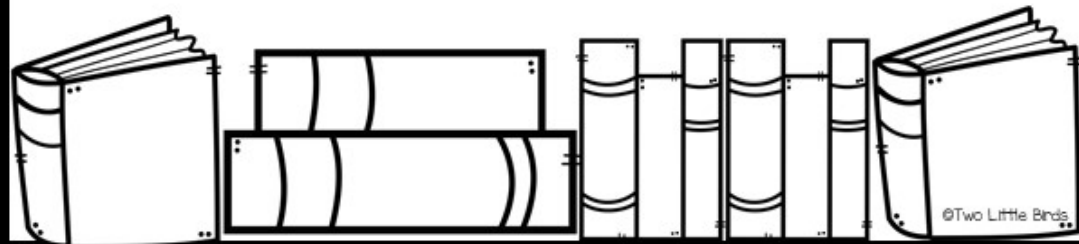


THINK

Who is telling the story?



- Do you know the main character's name or is it unknown?
- Do you know the narrator's thoughts or are the thoughts described?


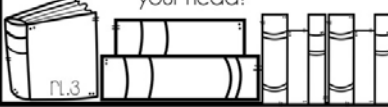


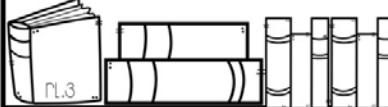
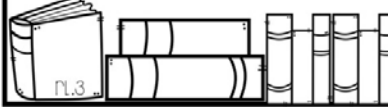
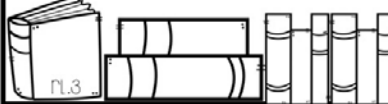
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Mini anchor charts for student reader's notebooks.

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, to be used with each mentor text.

EXTENSION activities

VOICES IN THE PARK EXTENSION ACTIVITIES

The following pages are activities to extend student's learning beyond the plot of the text. These activities can be used for a meeting, or writing.

1. CHARACTER

Students can use descriptive adjectives to describe a person. They can draw a picture and describe the person.

2. FACTS AND OPINIONS

Students can write down facts and opinions that they find in the text.

3. WRITING ACTIVITY

Write about a character. How can you describe them?

4. AUTHOR'S PURPOSE

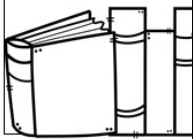
Students can write down what they learned from the text.

5. FINAL THOUGHTS

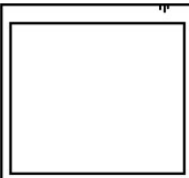
Students can write down their final thoughts on the text.

6. FOLDABLE BOOK

Students can write down directions for a character.



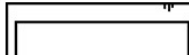
FIRST voice



CHARLES' MOM

1. _____
2. _____
3. _____

SECOND voice



1. _____

VOICES in The Park

FACTS

Make a list of things that are true through all four voices.

OPINIONS

Make a list of things that are opinions of the characters.

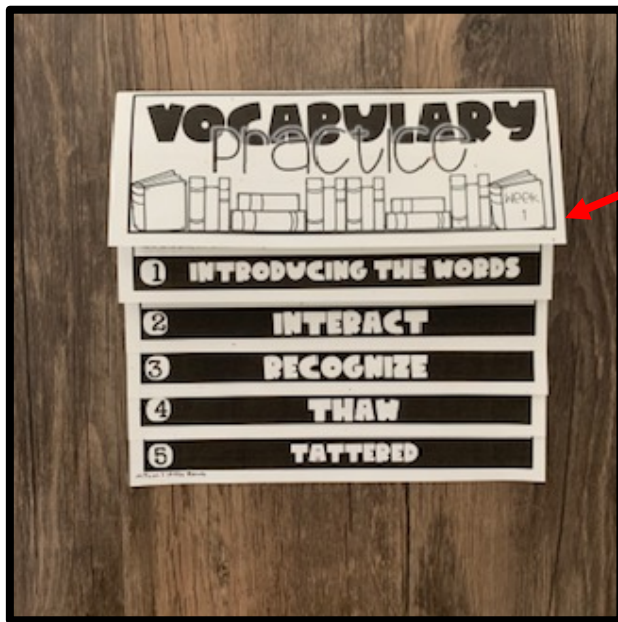
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READING workshop

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.

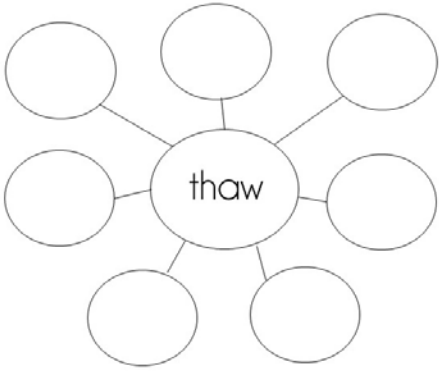


Flipbook

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>
Definition: _____

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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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