

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 CHARACTER TRAITS		
MATERIALS <ul style="list-style-type: none">The Invisible Boy by Trudy LudwigAnchor chart paper, topper, & markersInteractive read aloud sticky notesStudent reading notebooks & student anchor chartsCharacter traits sortExit tickets	TO PREPARE <ul style="list-style-type: none">Copy sticky notes for your interactive read aloud.Read "The Invisible Boy" ahead of time to prepare for the interactive read aloud.Prepare anchor chartPrepare character traits sortPrepare exit tickets	FOCUS SKILL Character Traits STANDARDS <ul style="list-style-type: none">RI.3.3, RI.4.3, RI.5.3RI.3.6, RI.4.6, RI.5.6RI.3.7, RI.4.7, RI.5.7RI.3.10, RI.4.10, RI.5.10SL.3.1, SL.4.1, SL.5.1
MINI LESSON <p>Gather students in your meeting area to share that today they're going to talk about character traits. What do you think of when you think of characters in a story?</p> <p>Tell students you are going to read the story of "The Invisible Boy" and think about the characters in the book, especially Brian... why do you think the book is called "The Invisible Boy"? What could make someone invisible? Have you ever felt invisible?</p> <p>Only read through page 4, "Nathan and Sophie take up a lot of space..." It seems like a very short amount to read, but there is already SO much character content packed in these few pages, it is a good starting place.</p> <p>Use the interactive sticky notes to stop and discuss as you read.</p> <p>Create an anchor chart with students to discuss character traits and emotions in literature.</p> <p>Character traits vs. Character emotions</p> <ul style="list-style-type: none">Character traits show the character's personality. We use adjectives to describe the character's actions, words, and thoughts.Character emotions show the character's feelings and response to things and actions around them. We analyze how the character responds to events. <p>Have students create a list of traits and emotions (you can use sticky notes to stick to your anchor chart or just write as a list). Look back at page 1-2 of the book, what do you notice about Brian? The author states that the teacher is busy, is that a trait or an emotion? What about Nathan or Sophie? How would you describe them? How do you think Brian feels about going unnoticed? Nathan has "volume control," what trait could we use to describe him? Sophie whines and complains, how would you describe her? How do you think Brian feels that he does not take up space, look carefully at his facial expressions and think about how he's reacting to Nathan and Sophie.</p>		
INDEPENDENT READING <p>Using the character trait sort, students can make inferences about characters and sort the traits based on those inferences. You can have students work in their small groups or have students complete independently. There are a few ways you could have students complete the activity, depending on the level. You can give students the character trait cards and they can sort the task cards, you can have students think of their own traits to sort the cards without giving them the character traits, and there are blank task cards that you can have students create their own characters and scenarios to fit in with the traits.</p> <p>Small group conversations should highlight character traits and emotions, using clues from the author and background knowledge make inferences about the characters in the text.</p> <p>Remind students that thinking about the characters in a story is so important while reading independently too. We will understand and enjoy reading more as we connect to and understand the characters. Thinking about the character's traits and emotions will become part of being an active reader.</p> <p><small>**Please note that vocabulary activities are a separate file included in this download.**</small></p>		
SHARING <p>Gather back together to discuss. What helped you decide the character traits and emotions of the characters in the short passages? How do you decide what traits the character possessed? Were some easier to decide than others? Why? Some characters are more complex, and we have to think deeply about their thoughts and feelings. Students can complete an exit ticket about characters using sticky notes.</p>		

READING workshop

Pieces to create anchor charts plus example pictures.

Character
TRAITS

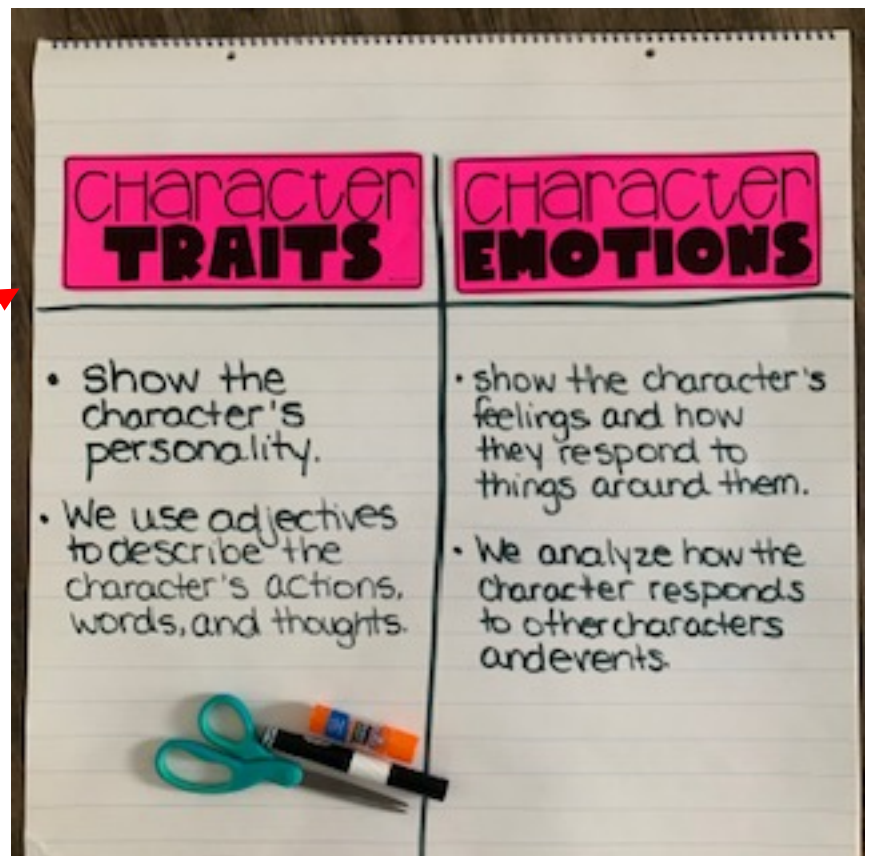
©Two Little Birds

Character
EMOTIONS

©Two Little Birds

Anchor chart
pieces

Anchor chart examples



READING workshop

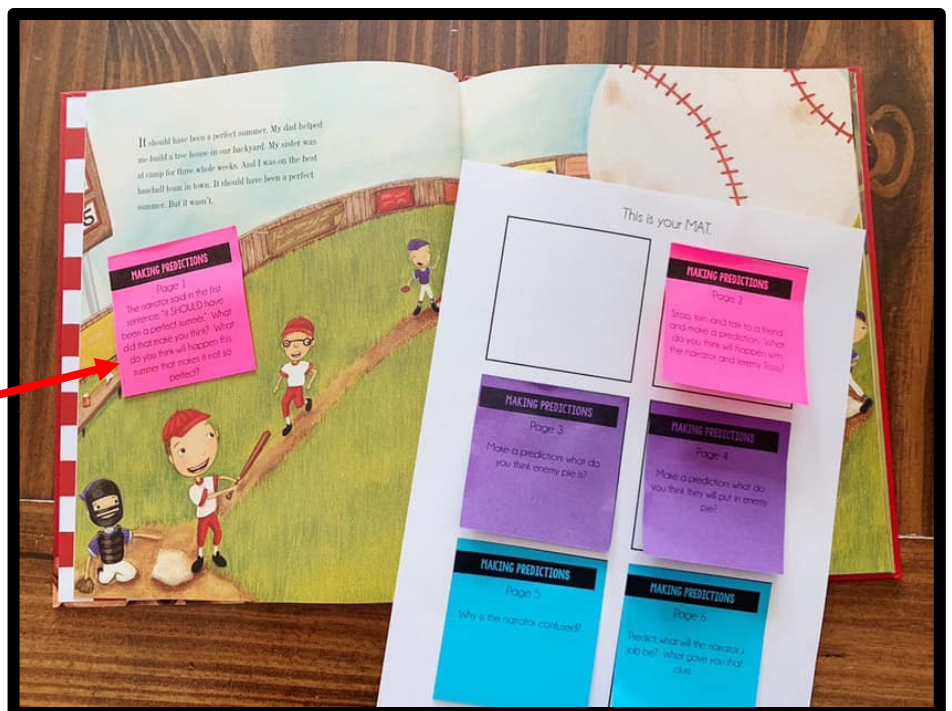
Interactive read aloud sticky notes for mentor text. .

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.



READING workshop

CHARACTERS

TRAITS VS. EMOTIONS

CHARACTER TRAITS

Character traits show the character's personality. We use adjectives to describe the character's actions, words, and thoughts.



Example character traits

CHARACTER EMOTIONS

- Character emotions show the character's feelings and response to things and actions around them. We analyze how the character responds to events.




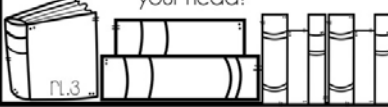
Example character emotions

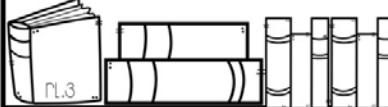
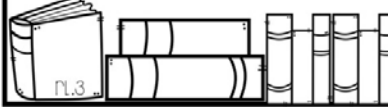
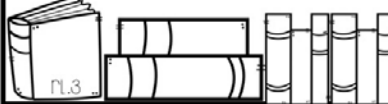
©Two Little Birds

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?	
	
EXIT ticket	
What do you pay attention to as you read to help you visualize the story in your head?	
	
EXIT ticket	
What do you pay attention to as you read to help you visualize the story in your head?	
	

EXIT ticket	
What is sensory language? Why is it important to you, as a reader?	
	
EXIT ticket	
What is sensory language? Why is it important to you, as a reader?	
	
EXIT ticket	
What is sensory language? Why is it important to you, as a reader?	
	

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

I WALK WITH VANESSA EXTENSION ACTIVITIES

The following pages are activities to extend student's learning beyond making inferences in the text. These activities can be used as a rotation in your reading workshop, for early finishers, during morning meeting, or writing.

1. DON'T BE A BYSTANDER

After reading the story, we took action and made a bystander and having the

2. WRITING ACTIVITY: WRITE T

Reading a wordless picture the week to create their own can create a short story a

3. WRITING ACTIVITY: WHAT IS

Students can write about the Vanessa.

4. AUTHOR'S PURPOSE

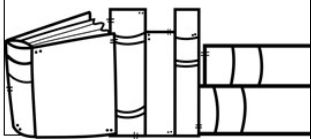
Students can consider the learned from the story of V

5. FINAL THOUGHTS

Students can express their

6. FOLDABLE BOOK

Students can create a small directions for printing and



I WALK WITH Vanessa

The girl in the yellow shirt is not a bystander. She stands up and walks with Vanessa. What are some things that YOU can do to act as an ally, not a bystander?

Two large speech bubble outlines for writing responses.

I AM AN ALL

©Two Little Birds

I WALK WITH Vanessa

What is the message of this book and why is it important?

A large speech bubble outline for writing a response.

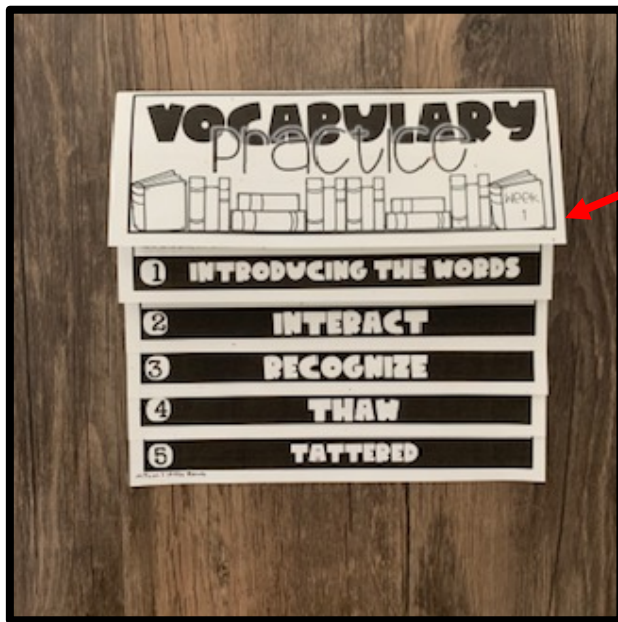


©Two Little Birds

*This book may be different than the one included.

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.

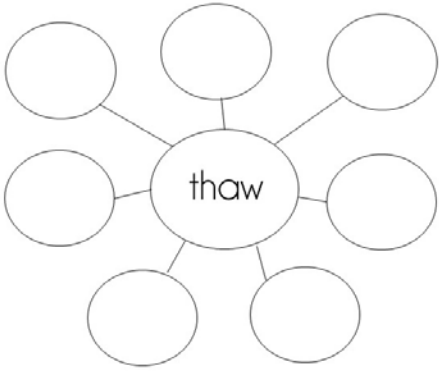


Flipbook

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.

©Two Little Birds

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: _____

©Two Little Birds

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

©Two Little Birds