

# 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**  
**WHAT ARE CONTEXT CLUES?**

MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none"><li>Baloney by Jon Scieszka</li><li>Anchor chart paper, topper, &amp; markers</li><li>Interactive read aloud sticky notes</li><li>Student reading notebooks &amp; student anchor charts</li><li>Exit tickets</li></ul>	<ul style="list-style-type: none"><li>Copy sticky notes for your interactive read aloud.</li><li>Read "Baloney" ahead of time to prepare for the interactive read aloud.</li><li>Prepare anchor chart</li><li>Copy student pages</li><li>Prepare exit tickets</li></ul>	Context clues
		STANDARDS
		<ul style="list-style-type: none"><li>RF 3.4, RF 4.4, RF 5.4</li><li>RL 3.10, RL 4.10, RL 5.10</li><li>SL 3.1, SL 4.1, SL 5.1</li></ul>

**MINI LESSON**

Gather students in your meeting area to share that today they're going to talk about context clues. What do you do when you get to a word that you do not know in a text? Have students turn and talk with a partner about strategies they use and share out to the class.

Read and discuss pages 1-6 in "Baloney, Henry P" using the interactive sticky notes. There are many picture clues throughout the book, so it is up to you (as you know your students best) whether you show the pictures or not when trying to find the meanings of unknown words.

**Create an anchor chart**  
**What are context clues?**

Context clues are hints within a text that help you figure out the meaning of unknown words.

What do you do when you get to a word that you do not know in a text?

You can have students write down strategies on sticky notes and put the sticky notes on your anchor chart or keep a list of strategies students use. This will be helpful to look back at throughout the week.

Discuss how the author gives clues for difficult words, but we must read carefully and pay attention to those clues. As active readers, we must be aware and use the clues from the author. Using context clues will help us grow our vocabulary but also help with comprehension of the story.

**INDEPENDENT READING**

The student page can be used with student's independent reading books throughout the week to write unknown words and their meanings. For today, students do not need to write the type of context clue or confirm the meaning, but just keep track of unknown words as they read.

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

**SHARING**

Gather back together to discuss: how can unknown words affect you as a reader? How do you think paying attention to the context clues can help you understand your reading more?

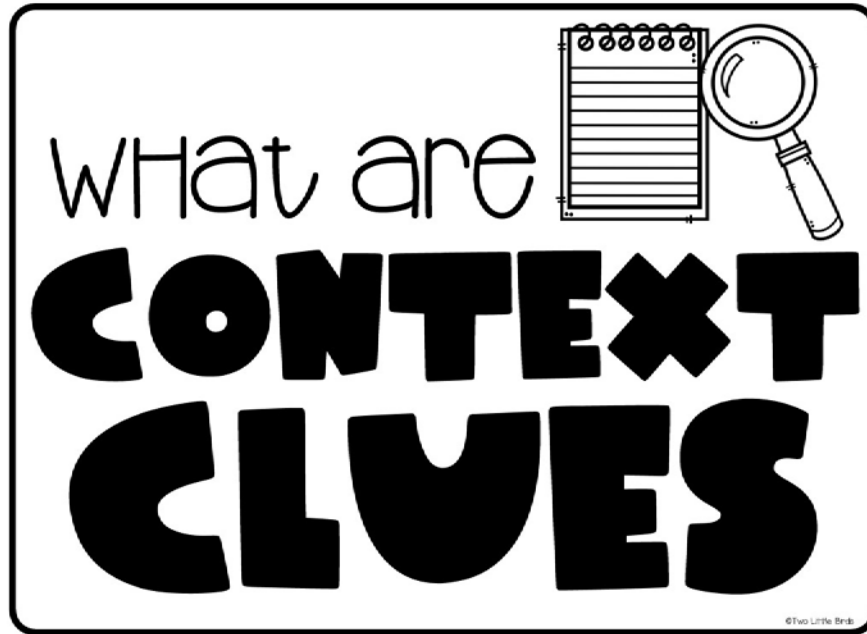
Students can turn and talk with a partner or discuss as a whole group.

Students can complete an exit ticket using a sticky note.

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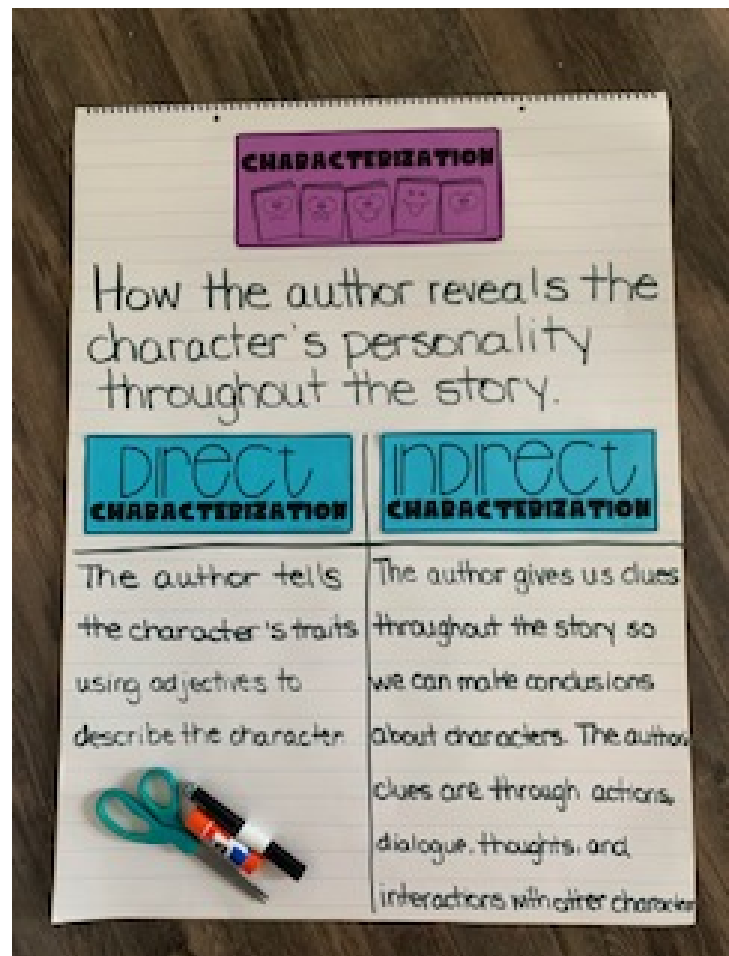
# READING workshop

Pieces to create anchor charts plus example pictures.



Anchor chart pieces

Anchor chart examples



# READING workshop

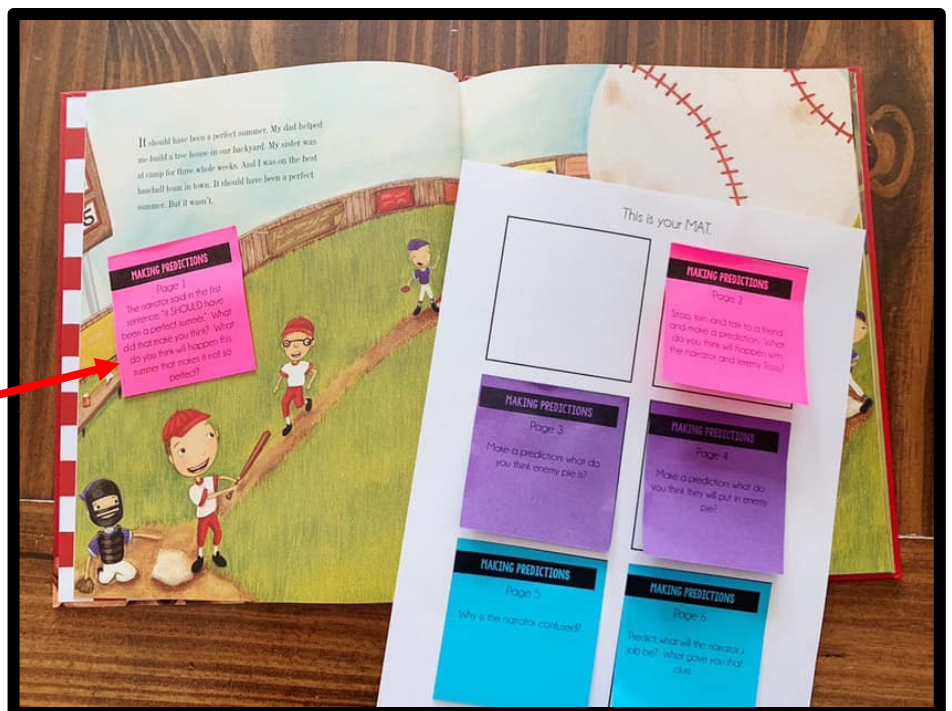
Interactive read aloud sticky notes for mentor text. .

This is your MAT.

<b>READING INTERESTS</b> Page 1-2 Where do you like to read?	<b>READING INTERESTS</b> Page 5-6 What do you think of when you open a new book? Do you think it has a special smell?
<b>READING INTERESTS</b> Page 7-8 What do you do when you find unfamiliar words that pop out?	<b>READING INTERESTS</b> Page 11-12 Do you like to read at night? (Make a connection to your own reading)
<b>READING INTERESTS</b> Page 17-18 How do you feel when you read the last drop of magic and a book is over?	<b>READING INTERESTS</b> 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

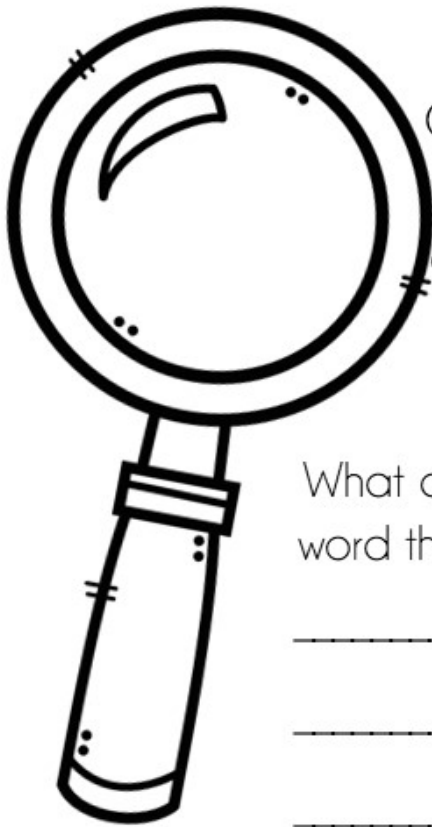
Place in the book for interactive read aloud.



# READING workshop

## WHAT ARE CONTEXT CLUES?

### CONTEXT CLUES



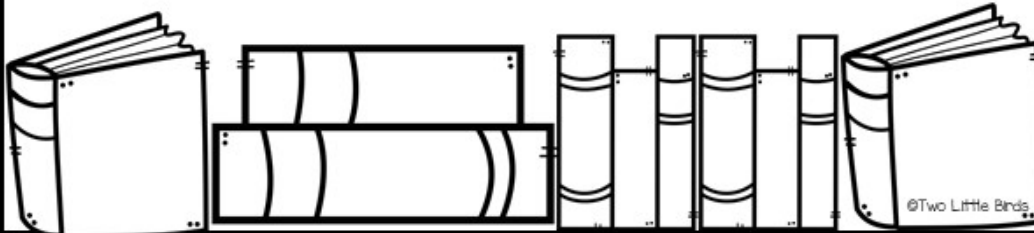
Context clues are hints within a text that help you figure out the meaning of unknown words.

What do you do when you get to a word that you do not know in a text?

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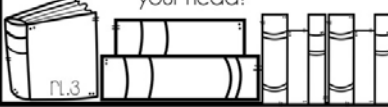


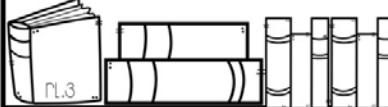
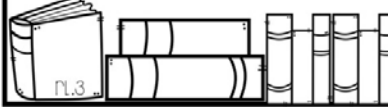
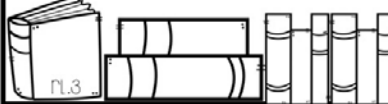
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Mini anchor charts for student reader's notebooks.

# READING workshop

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

<b>EXIT</b> ticket	
What do you pay attention to as you read to help you visualize the story in your head?	
	
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<b>EXIT</b> ticket	
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<b>EXIT</b> ticket	
What is sensory language? Why is it important to you, as a reader?	
	
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<b>EXIT</b> 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

### BALONEY, HENRY P. EXTENSION ACTIVITIES

The following pages are activities to extend student's learning beyond just using context clues in the text. These activities are to be used during morning meetings.

## LATE FOR SCHOOL

#### 1. WRITING ACTIVITY

Students can write words. You can make them available to students.

#### 2. WRITING ACTIVITY

Students can write words.

#### 3. CONVERSATION

Students can write words.

#### 4. RETELLING

Students can write words.

#### 5. AUTHOR'S PURPOSE

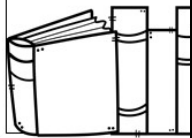
Students can write words learned from the text.

#### 6. FINAL THOUGHTS

Students can write words.

#### 7. FOLDABLE BOOK

Students can write words in directions for the book.



first...

Handwriting practice area for the first part of the story.

next...

Handwriting practice area for the next part of the story.

last...

Handwriting practice area for the last part of the story.

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## Baloney, HENRY P.

If I were Henry's teacher, I would tell him...

Handwriting practice area for the first part of the response.

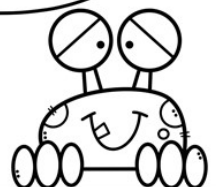
Handwriting practice area for the second part of the response.

Handwriting practice area for the third part of the response.

Handwriting practice area for the fourth part of the response.

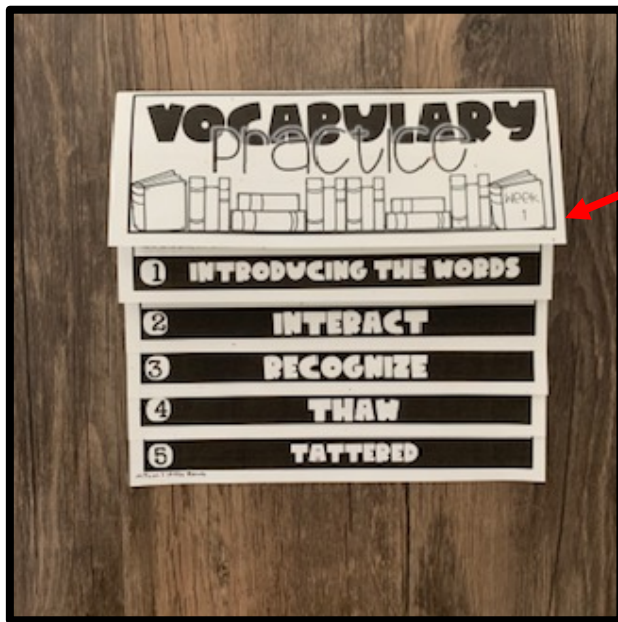
Handwriting practice area for the fifth part of the response.

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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.

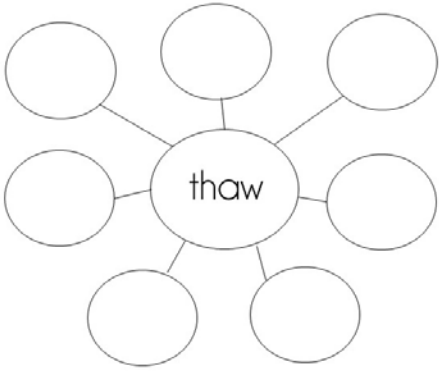


Flipbook

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 <b>THAW</b> , 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"><li>Shows an understanding of the word.</li><li>Uses the word in the correct way in speaking and writing.</li><li>Identifies the correct meaning of the word.</li><li>Vocabulary practice is complete.</li></ul>	4
<ul style="list-style-type: none"><li>Shows partial understanding of the word.</li><li>Identifies the meaning of the word without a deeper understanding.</li><li>Vocabulary practice is slightly inaccurate.</li></ul>	3
<ul style="list-style-type: none"><li>Shows a limited understanding of the word.</li><li>Use of the word is minimal.</li></ul>	2
<ul style="list-style-type: none"><li>Does not show understanding of the word or its meaning.</li><li>Does not complete vocabulary practice.</li></ul>	1

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