

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 IS AN INFERENCE?

MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none">• I Walk with Vanessa by Kerascoet• Anchor chart paper, topper, & markers• Interactive read aloud sticky notes• Student reading notebooks & student anchor charts• Inferencing photos & student pages• Exit tickets	<ul style="list-style-type: none">• Copy sticky notes for your interactive read aloud.• Look through "I Walk with Vanessa" ahead of time to prepare for the interactive read aloud.• Prepare anchor chart• Copy and photos (one set for each group or a shared set of cards)• Copy student pages• Prepare exit tickets	Inferencing STANDARDS <ul style="list-style-type: none">• RL.3.1, RL.4.1, RL.5.1• RL.3.10, RL.4.10, RL.5.10• SL.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 making inferences while reading. And this week you'll be sharing a wordless picture book. (Gasps from the audience, lol) When we really look at pictures in a story, the story comes to life and we can create our own story.

Use the interactive sticky notes to discuss the photos as you share.

Share "I Walk with Vanessa" and discuss through page 6.

As you were sharing the book and discussing, students were making inferences! Yay!! Discuss how looking at the pictures is looking at clues that the author is giving us. We can make an **OBSERVATION** by pointing out something that we notice or see. We then can take it further than simply making an observation by taking that information from the text and our own experiences and knowledge to make an **INFERENCE**.

We are reading between the lines and making a guess about the characters, setting, and events in the story.

Create an anchor chart
Making inferences

- Authors do not always tell their readers everything. We must think beyond the author's words to understand what is not in the text.
 - We use our schema and clues in the text to figure out something that the author does not tell us.

Think about it... I can make inferences by thinking...

- About why the setting is important
- About the character's feelings and actions
- About why events take place and why they are important
 - About what I already know
 - About my own experiences

INDEPENDENT READING

There are photos to use for students to make inferences based on what is happening in the photos. You can copy a set for each group to use or a set to rotate from one group to the next, depending on how you do your rotations. Students will write down something that they **OBSERVE**, their **SCHEMA**, and then continue to put that information together to make an **INFERENCE**.

Small group conversations should highlight the inferencing skills discussed, using clues from the author and background knowledge to create a make an inference; begin with characters and setting to help students develop the habits.

Remind students that inferencing is important while reading independently too. We should always think, question, and infer to read between the lines as we read. We will understand and enjoy reading more as we become more active readers.

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

SHARING

Center back together to discuss. What helped you make an inference as you looked at the pictures? What observations did you make that helped you connect to your own knowledge? Students can complete an exit ticket about inferencing using sticky notes.

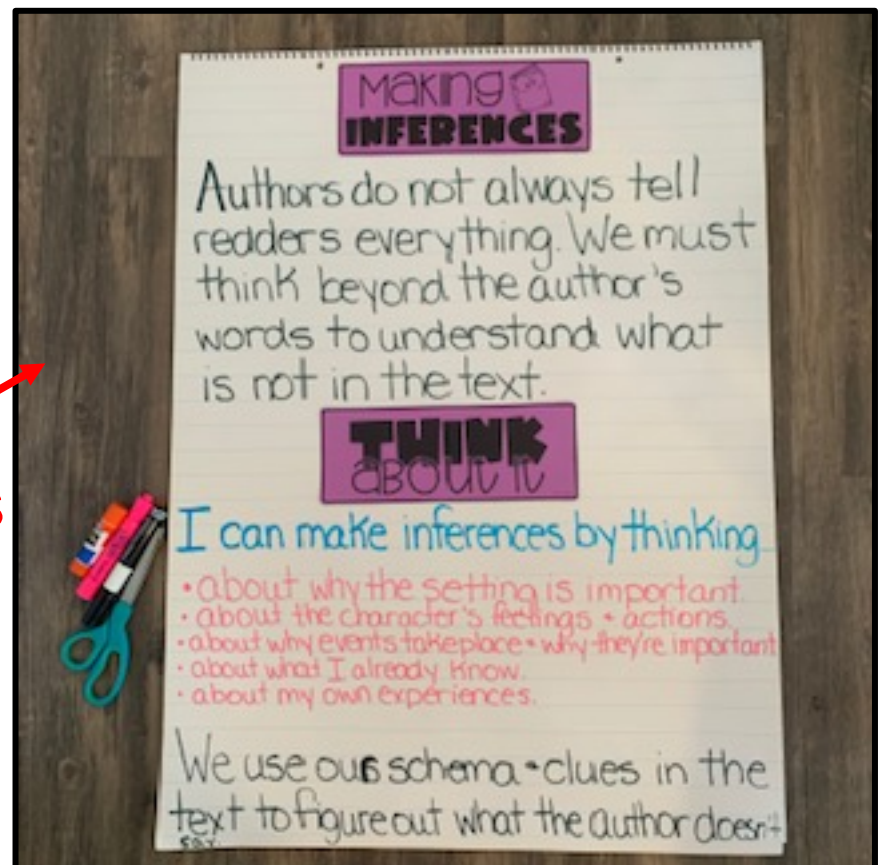
READING workshop

Pieces to create anchor charts plus example pictures.



Anchor chart
pieces

Anchor chart examples



READING workshop

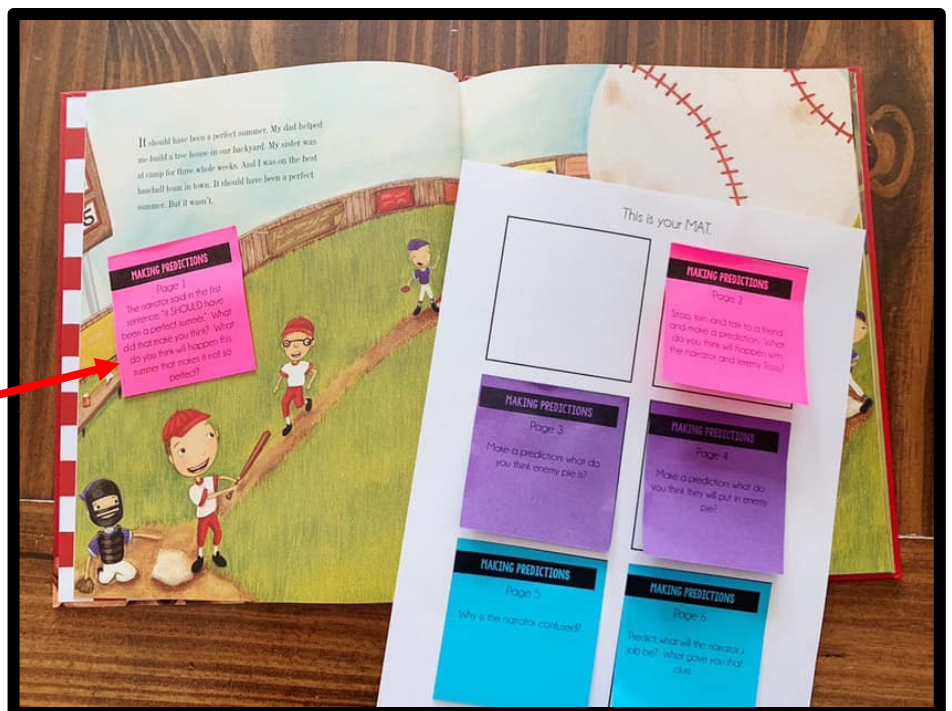
Interactive read aloud sticky notes for mentor text. .

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.



READING workshop

INFERENCES

Authors do not always tell their readers everything. We must think beyond the author's words to understand what is not written in the text.



I MAKE INFERENCES
BY THINKING...

- About why the setting is important
- About the character's feelings and actions
- About why events take place and why they are important
 - About what I already know
 - About my own experiences


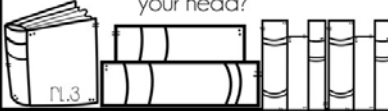
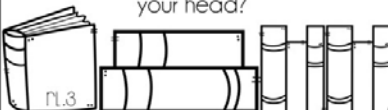
WE USE OUR SCHEMA AND CLUES IN THE TEXT
TO FIGURE OUT SOMETHING THAT THE AUTHOR
DOES NOT TELL US.

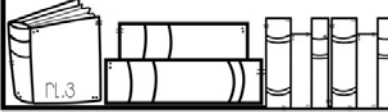
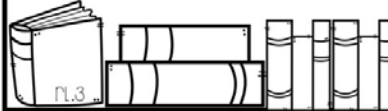
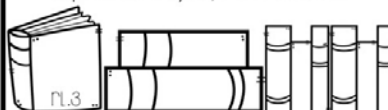
©Two Little Birds

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

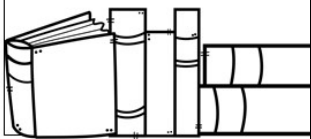
Students can consider the learned from the story of V

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?

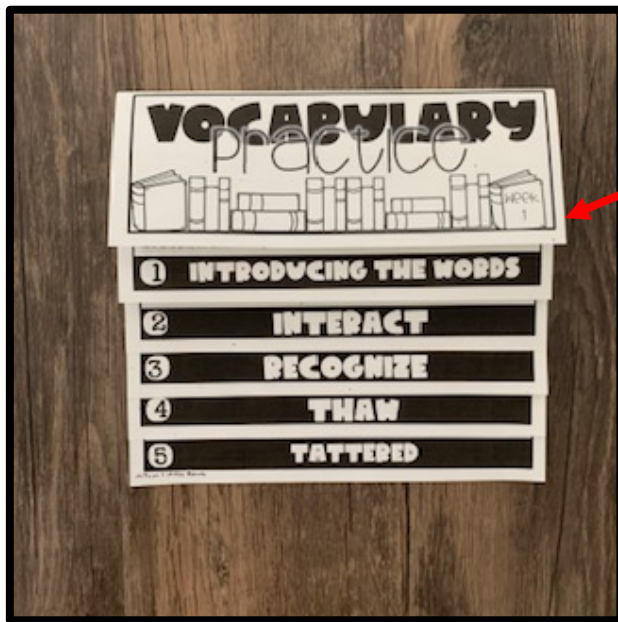
A large speech bubble outline for writing a response.



©Two Little Birds

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.

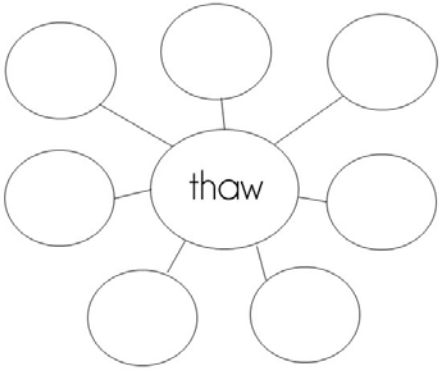


Flipbook

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