

# 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**

**MAIN IDEA: BEFORE READING**

MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none"><li>• She Persisted by Chelsea Clinton</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>• Look through "She Persisted" 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>	Asking questions before reading
		<b>STANDARDS</b> <ul style="list-style-type: none"><li>• RI.3.2, RI.4.2, RI.5.2</li><li>• RI.3.10, RI.4.10, RI.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 the main idea of text. When you hear "main idea," what does that make you think?

The main idea is short statement that tells what the text is mostly about. "Mostly about" is a difficult concept for students to grasp. Throughout the week, practicing main idea before, during, and after reading will help scaffold their learning.

Setting habits before reading helps students become active readers, not only for determining the main idea, but for other important comprehension skills as well. Before you read the book, look at the title, read the snippet about the book, flip through the pictures and ask students: what do you think the text is about? What do you think the topic of the text is? What gave you those clues?

Doing these things before reading gives us an idea about the book and can help us as we begin to read and think about the main idea.

**Create an anchor chart**  
**Before Reading:**

- ☐ Look at the title.
- ☐ Read the short snippet if there is one.
- ☐ Look at any pictures.
- ☐ Take a quick look through the text.
- ☐ Think: what is the text about?
- ☐ Think: what is the topic of this text?

**INDEPENDENT READING**

You can choose to have students use "She Persisted" or their independent reading books. If they are reading books that they have been reading for a while, this practice will not be beneficial because it is meant to be completed "before reading."

Small group conversations should include a "before reading" discussion.

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

**SHARING**

Gather back together to discuss: how can taking a look through the book before reading help you get an idea for the main idea before you even read the text?

Students can complete an exit ticket using a sticky note.

materials

skills

CCCS aligned standards

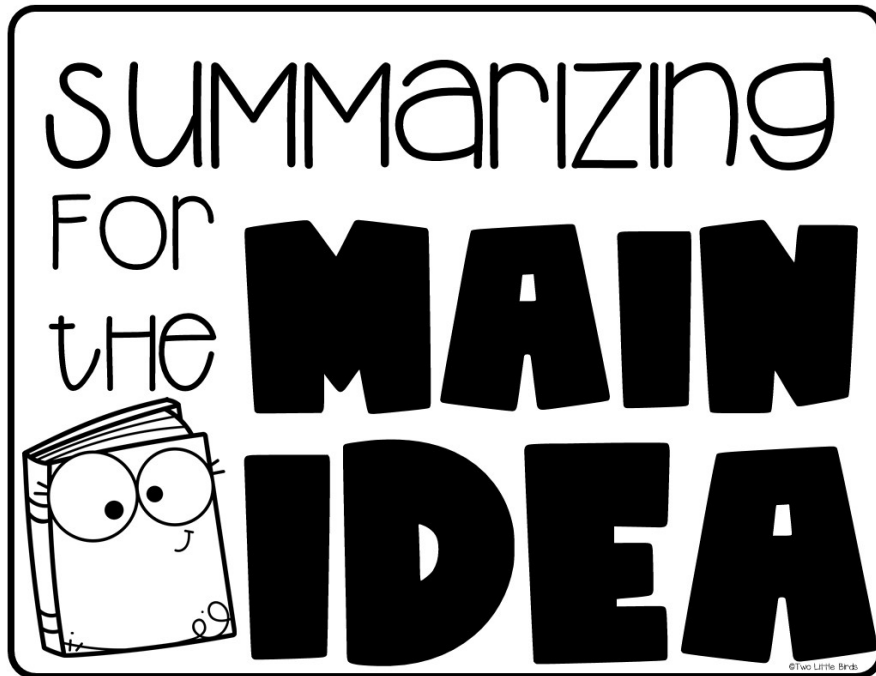
Independent reading

sharing

Mini lesson

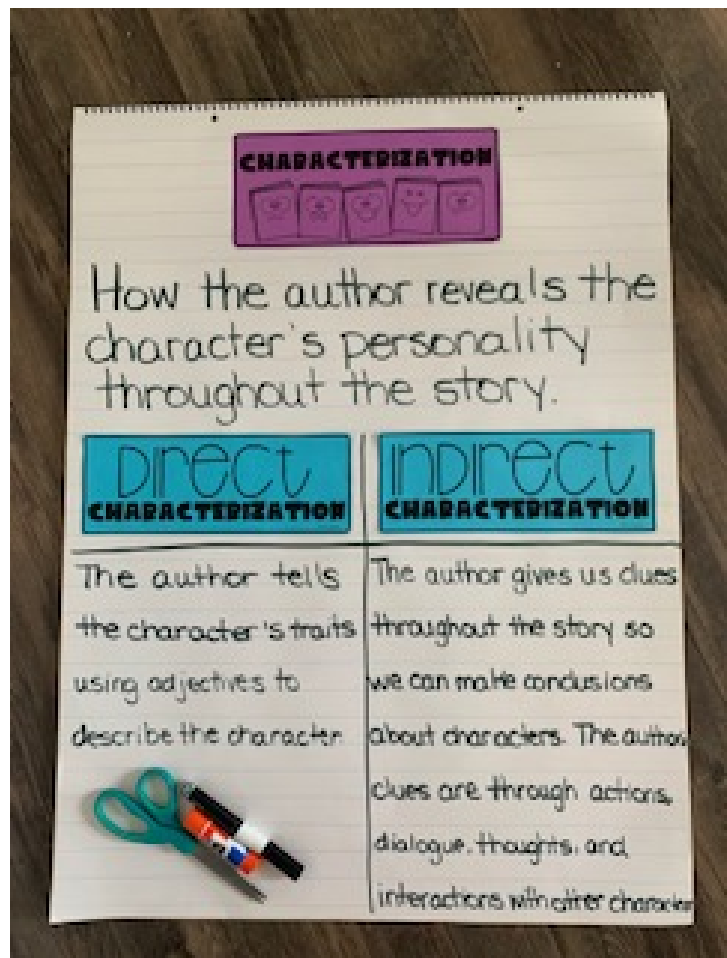
# READING workshop

Pieces to create anchor charts plus example pictures.



Anchor chart pieces

Anchor chart examples



# READING workshop

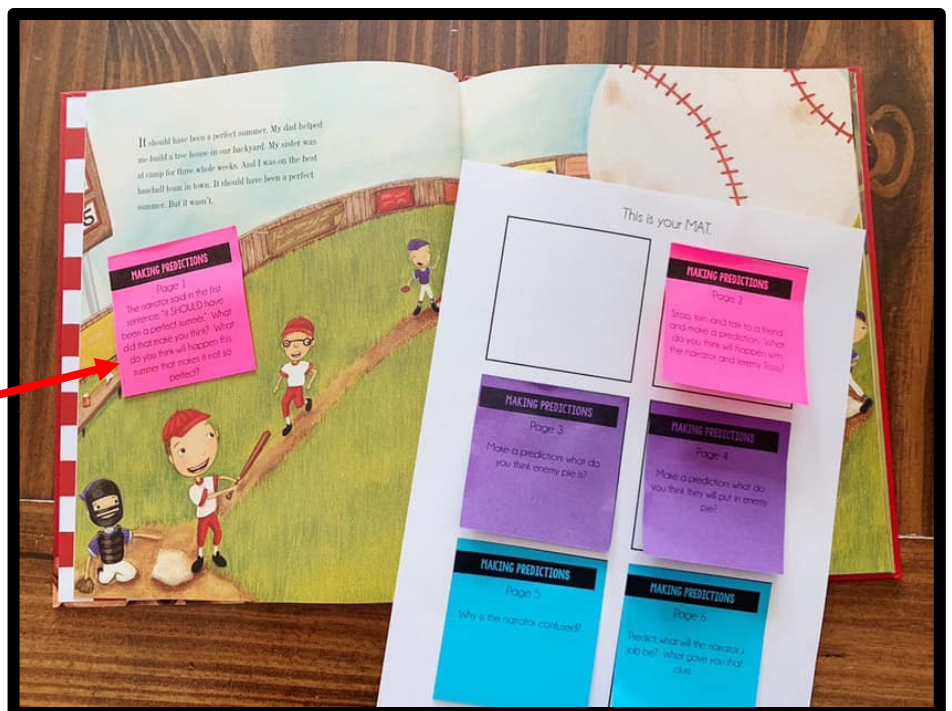
Interactive read aloud sticky notes for mentor text. .

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

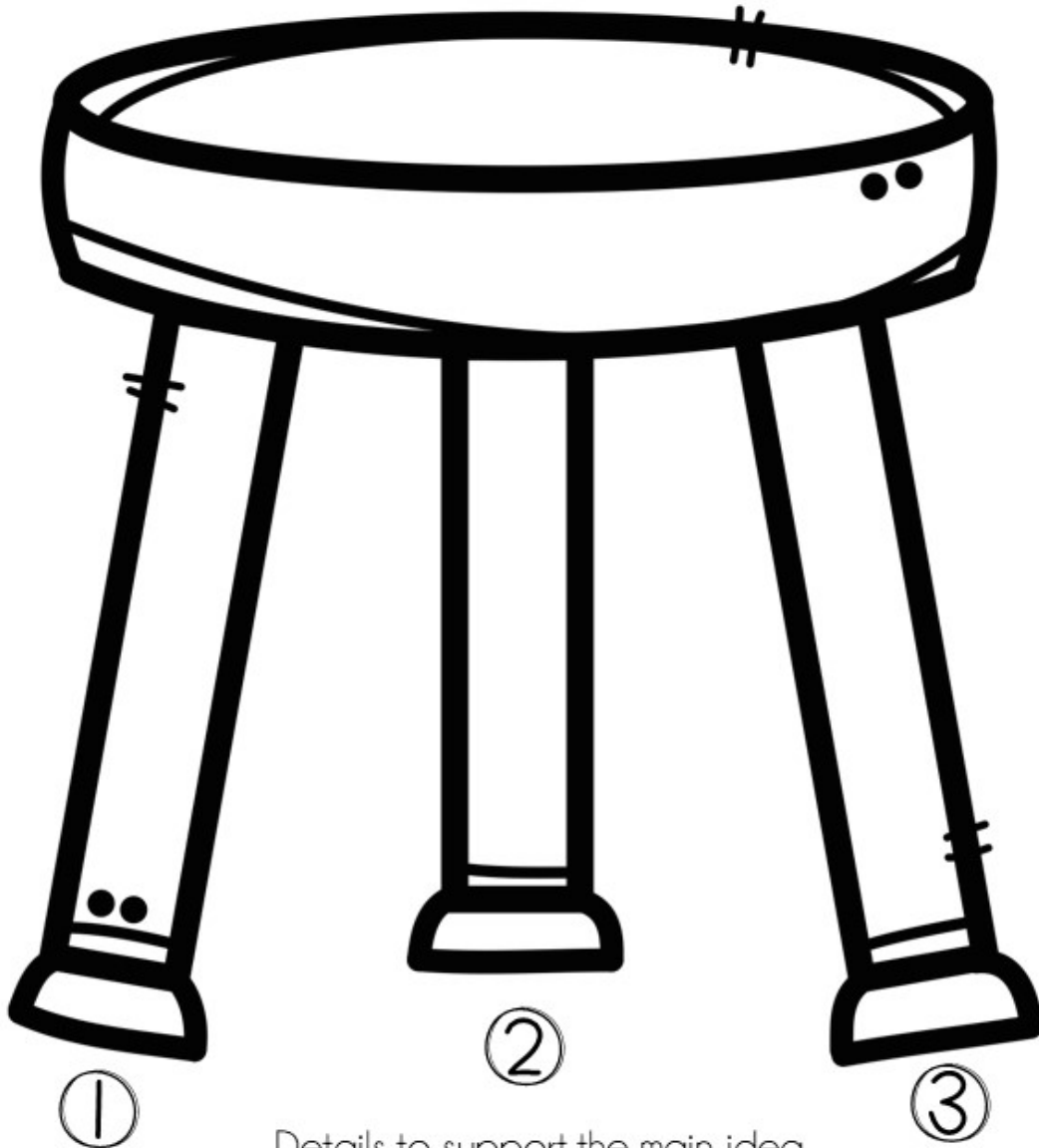
Place in the book for interactive read aloud.



# READING workshop

## USING SUPPORTING DETAILS

The main idea of the text is




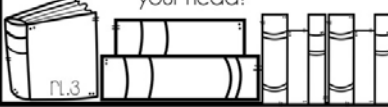
Details to support the main idea

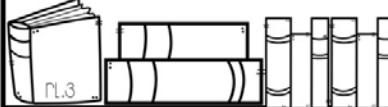
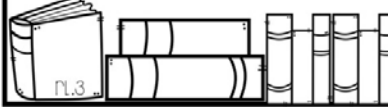
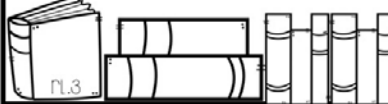
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Mini anchor charts for student reader's notebooks.

# 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	
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

### SHE PERSISTED EXTENSION ACTIVITIES

The following pages are activities to extend student's learning beyond the main idea of the text.

These activities can be used during morning meeting, or

#### 1. WRITING ACTIVITY

Students can write about how it was difficult.

#### 2. WRITING ACTIVITY

The information can be used to add information about

#### 3. CONVERSATION

Students can write about how they could speak as well.

#### 4. AN INSPIRATION

Students can write about

#### 5. AUTHOR'S PURPOSE

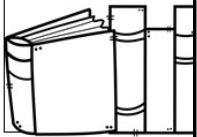
Students can write about what they learned from the text.

#### 6. FINAL THOUGHTS

Students can write about

#### 7. FOLDABLE BOOK

Students can write about the directions for



# SHE persisted



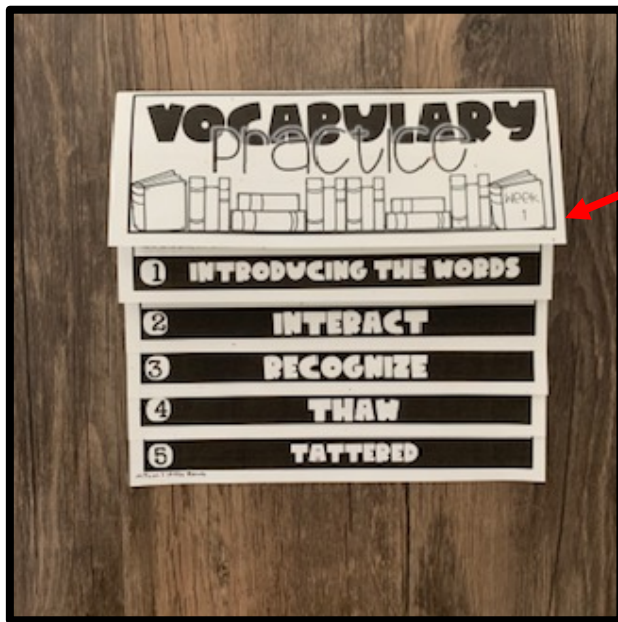
All about \_\_\_\_\_

# SHE persisted

If I could say anything to \_\_\_\_\_, I would you say...

# 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.

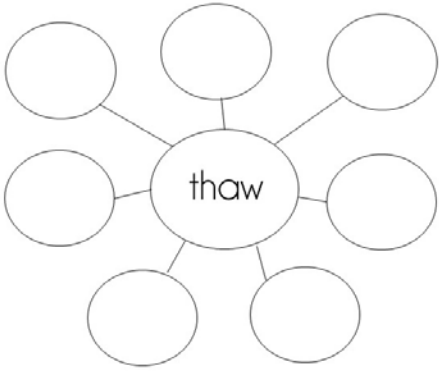


Flipbook

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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