

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
DETERMINING THE SETTING

MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none">Ada's Violin by Susan HoodAnchor chart paper, topper, & markersInteractive read aloud sticky notesStudent reading notebooks & student anchor chartsStudent pagesExit tickets	<ul style="list-style-type: none">Copy sticky notes for your interactive read aloud.Read "Ada's Violin" ahead of time to prepare for the interactive read aloud.Prepare anchor chartCopy student pagesPrepare exit tickets	Determining the setting
		STANDARDS
		<ul style="list-style-type: none">RL.3.3, RL.4.3, RL.5.3RL.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 setting of the story. The story of Ada's Violin is a true story about the Recycled Orchestra of Paraguay. We know that the characters are such an important part of every story, but the setting is also important, and this week you'll dig deep into the setting of Ada's Violin.

Use the interactive sticky notes to discuss as you read. Read "Ada's Violin" and discuss through page 5.

Discuss the reading and ask students their thoughts about Ada's Violin thus far. The setting has really been the focus of the book and seems to play an important role in the story. By looking at the pictures and from Ada's optimistic perspective about the landfill, can you make an inference about Ada?

Create an anchor chart
Determining the Setting

All stories have a setting. The author helps readers create a mental image of the setting by describing the time, place, and the environment of the story.

Time	Place	Environment
<ul style="list-style-type: none">Past, present, futureMorning, afternoon, nightTime of day, time of year (around certain holidays)	<ul style="list-style-type: none">LocationCity, landmark, or building	<ul style="list-style-type: none">WeatherSeasonsSurroundings

Discuss each of the parts of the setting (time, place, environment) for Ada's Violin

INDEPENDENT READING

Students can use the page to describe the setting in Ada's Violin and draw a picture. The setting is such an important part of the story, students can add to their description and picture throughout the week.

Small group conversations should highlight the setting in the text. Think about the time, place, and environment and how each plays an important role in the text.

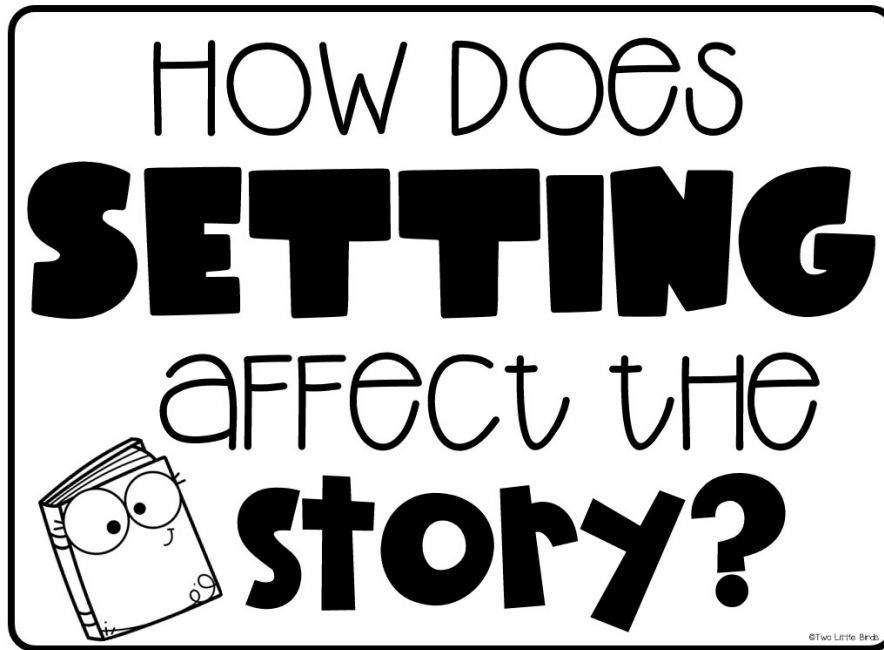
Please note that vocabulary activities are a separate file included in this download.

SHARING

Gather back together to discuss. The author of Ada's Violin has shown us how important the setting can be in a story. Sometimes we overlook the setting as we read and allow it to sit in the background of our mind, but it can be an important element to help us understand the story. Students can complete an exit ticket about inferencing using sticky notes.

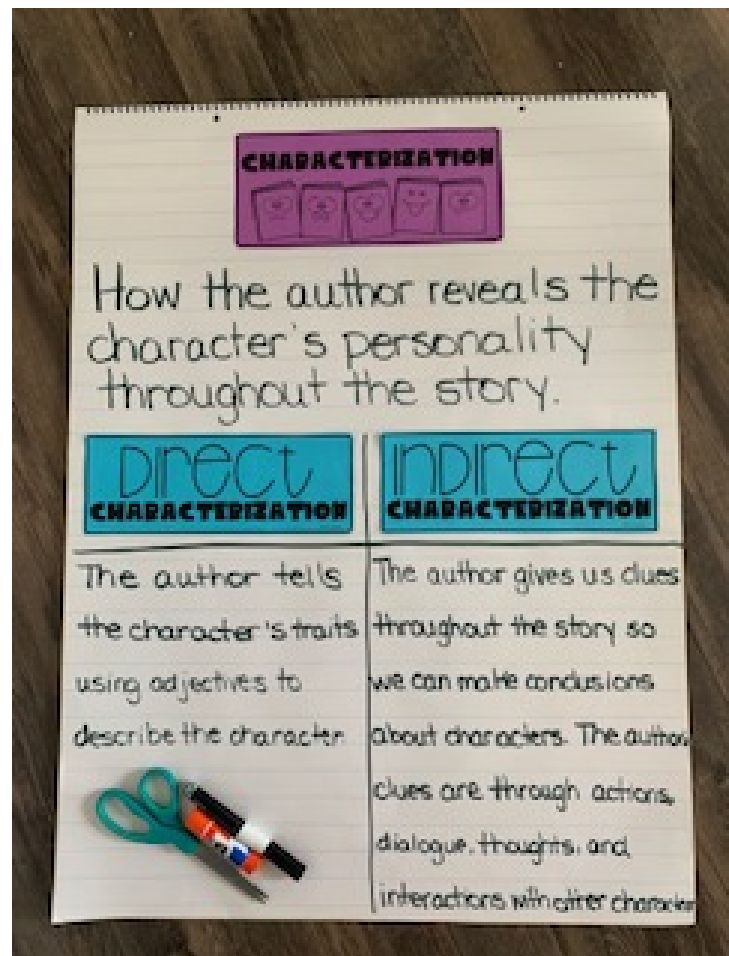
READING workshop

Pieces to create anchor charts plus example pictures.



Anchor chart
pieces

Anchor chart examples



READING workshop

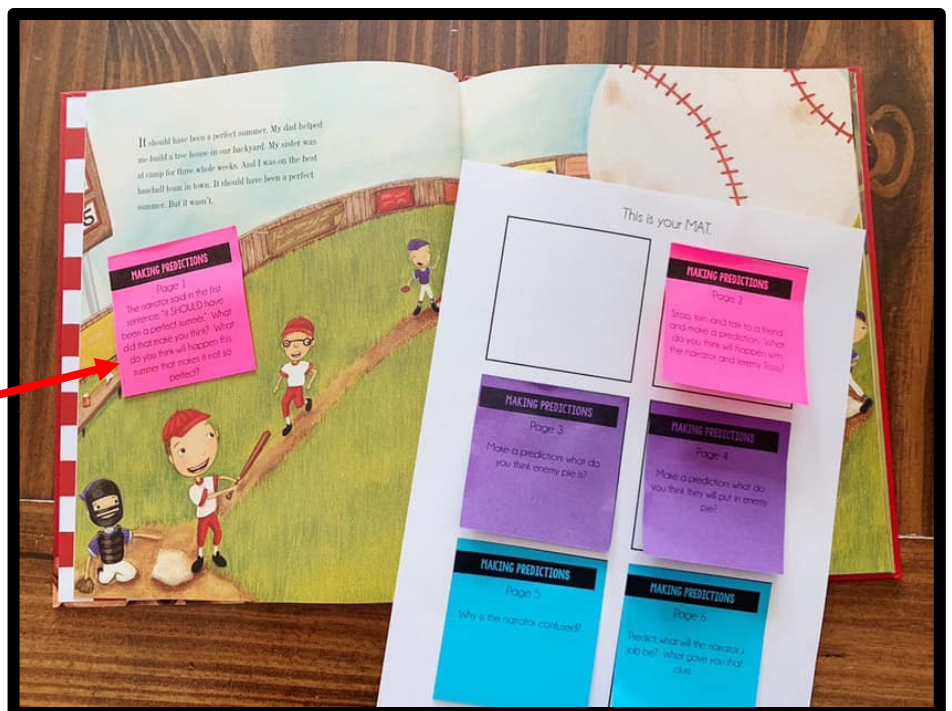
Interactive read aloud sticky notes for mentor text. .

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

WRITING ABOUT SETTING

USE DETAILS FROM THE TEXT TO WRITE ABOUT THE SETTING.

THE AUTHOR SAID...

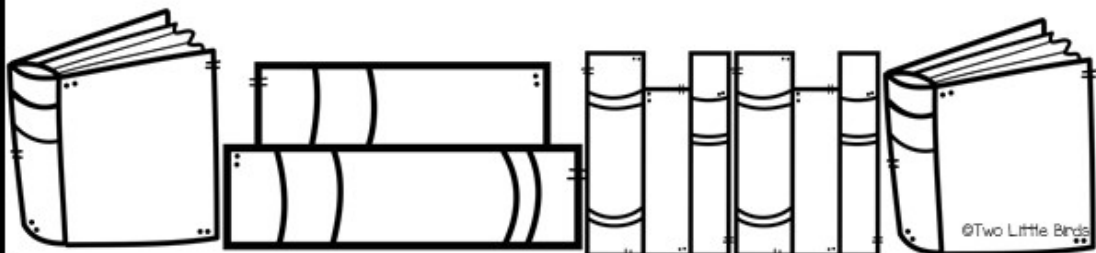
ACCORDING TO
THE TEXT...

AFTER READING, I
KNOW THAT...

BECAUSE THE TEXT
SAID...

I THINK...


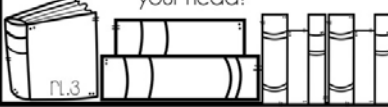
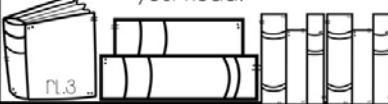
THE ILLUSTRATIONS
SHOWED...

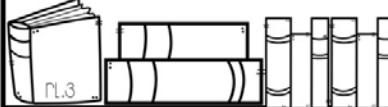
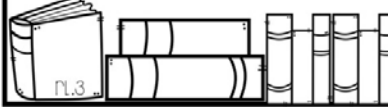
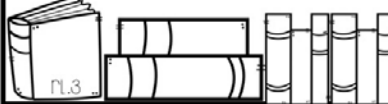


Mini anchor charts for student reader's notebooks.

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

ENEMY PIE EXTENSION ACTIVITIES

The following pages are activities to extend student's learning beyond making predictions to the text. These activities can be used during morning meeting, or writing time.

1. PROBLEM AND SOLUTION

Students can determine the problem and solution.

2. WRITING ACTIVITY: ENEMY PIE

The narrator's dad "get rid" of enemies by making a recipe for enemy pie with your enemy. Let's see what you would include.

3. WRITING ACTIVITY: VARIATION

The story is told from the point of view of the enemy. How would be different?

4. AUTHOR'S PURPOSE

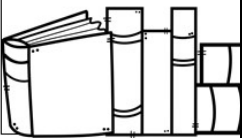
Students can consider the author's purpose learned from the story.

5. FINAL THOUGHTS

Students can express their final thoughts on the story.

6. FOLDABLE BOOK

Students can create a foldable book with directions for printing.



ENEMY Pie

What is the problem that the main character is facing? What is the solution? Fill in the lines below.

THE PROBLEM



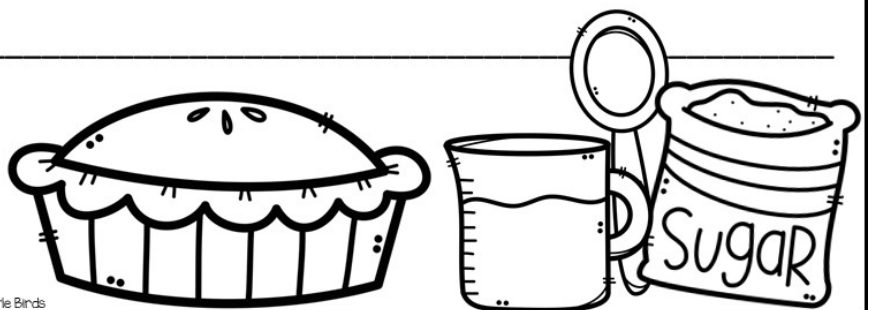
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ENEMY Pie

Write your own recipe for enemy pie. What would you include to turn an enemy into a friend?

INGREDIENTS

DIRECTIONS

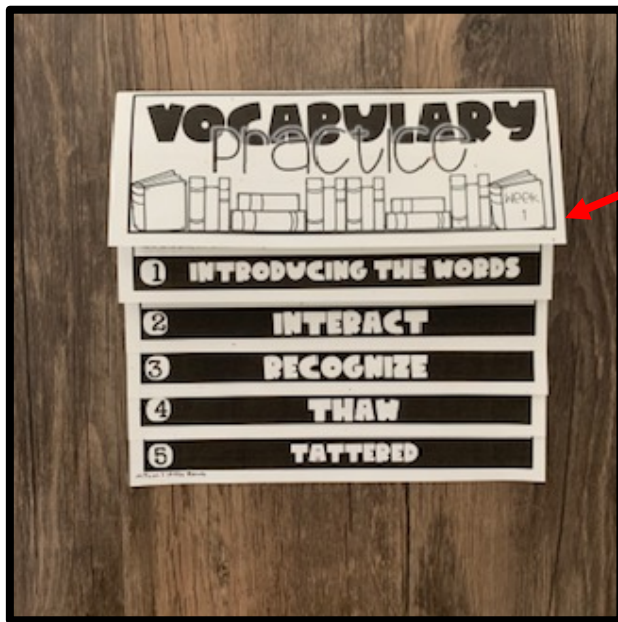


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*This may not be the book that is used with this skill.

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.

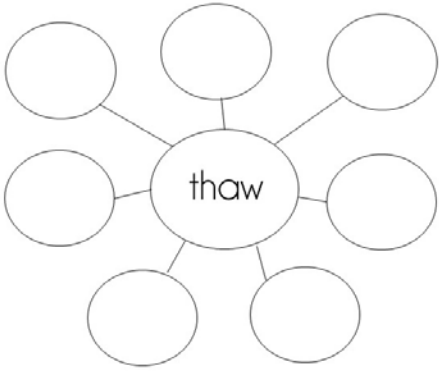


Flipbook

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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