

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

WHAT IS THEME?

MATERIALS	TO PREPARE	FOCUS SKILL		
<ul style="list-style-type: none">Giraffe Problems by Gary JohnAnchor chart paper, topper, & markersInteractive read aloud sticky notesStudent reading notebooks & student anchor chartsExit tickets	<ul style="list-style-type: none">Copy sticky notes for your interactive read aloud.Look through "Giraffe Problems" ahead of time to prepare for the interactive read aloud.Prepare anchor chartCopy student pagesPrepare exit tickets	<p>What is theme?</p> <table border="1"><thead><tr><th>STANDARDS</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">RL.3.9, RL.4.9, RL.5.9RL.3.10, RL.4.10, RL.5.10SL.3.1, SL.4.1, SL.5.1</td></tr></tbody></table>	STANDARDS	<ul style="list-style-type: none">RL.3.9, RL.4.9, RL.5.9RL.3.10, RL.4.10, RL.5.10SL.3.1, SL.4.1, SL.5.1
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MINI LESSON

Gather students in your meeting area to share that today they're going to talk about theme. What is theme? The theme is the lesson that the author wants us to learn from the story. The characters go through problems in the story and many times, even if the characters are much different than we are, we can relate to those problems and we can learn from how they deal with those problems. We ask ourselves questions as active readers and we think about the parts of the story that get us thinking. Reading offers us so many different points of views and so many opportunities to learn and grow and determining the theme helps us see the lessons that the author wants us to learn.

Read and discuss pages 1-7 in "Giraffe Problems" using the interactive sticky notes.

Discuss how the giraffe seems unhappy, why is the giraffe unhappy? Can anyone make a connection? Model for students and share a connection...for example, "I have felt the same way as the giraffe before because I had a new haircut that I was unsure of. I was sure everyone was noticing it and that it looked different, just the same way the giraffe feels others are looking at his neck."

The author is helping us to connect to the giraffe and the giraffe's problems so that we can determine the theme in the story and so that we can also learn a lesson as we read. We must ask ourselves questions and think as we read. As we think about the plot of the story and get to know the characters, we must think about the lesson that the author is teaching us.

Create an anchor chart

Theme:

Theme is the message the author wants you to learn from the story.

Ask yourself...

- How did the characters change?
- How did the characters grow?
- How did the characters react to challenges?
- What did the characters learn?
- What idea sticks with you?

INDEPENDENT READING

As students read throughout the week, they can work to answer questions about the text. You may choose to have students use the book that they are reading independently or use "Giraffe Problems." While the theme is truly evident at the end of the story, students can work through the problems in the story and think of what they can learn throughout the week.

Small group conversations should highlight the problems and challenges that the characters face.

SHARING

Gather back together to discuss. What is theme? Is theme something that the author writes in the story? How will we know what the theme is if it doesn't say it in the text?

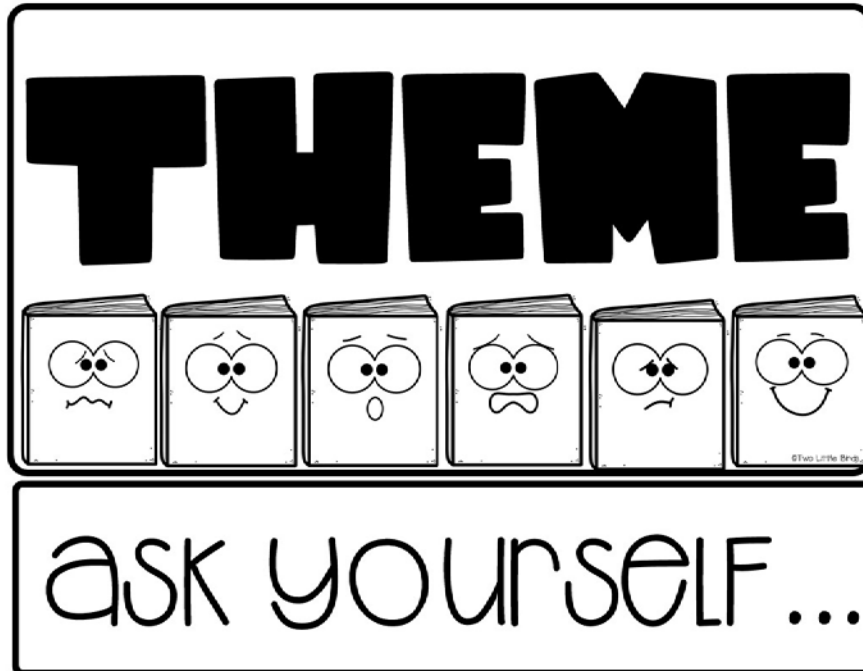
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Annotations:

- materials** points to the MATERIALS column.
- skills** points to the FOCUS SKILL column.
- CCCS aligned standards** points to the STANDARDS table.
- Mini lesson** points to the MINI LESSON section.
- Independent reading** points to the INDEPENDENT READING section.
- sharing** points to the SHARING section.

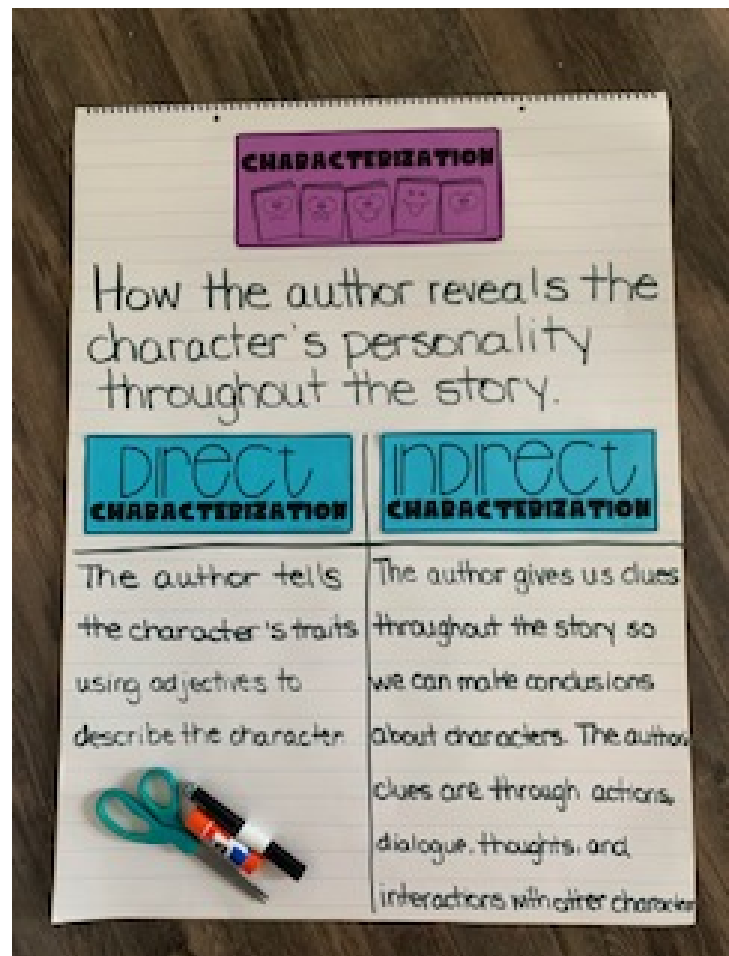
READING workshop

Pieces to create anchor charts plus example pictures.



Anchor chart pieces

Anchor chart examples



READING workshop

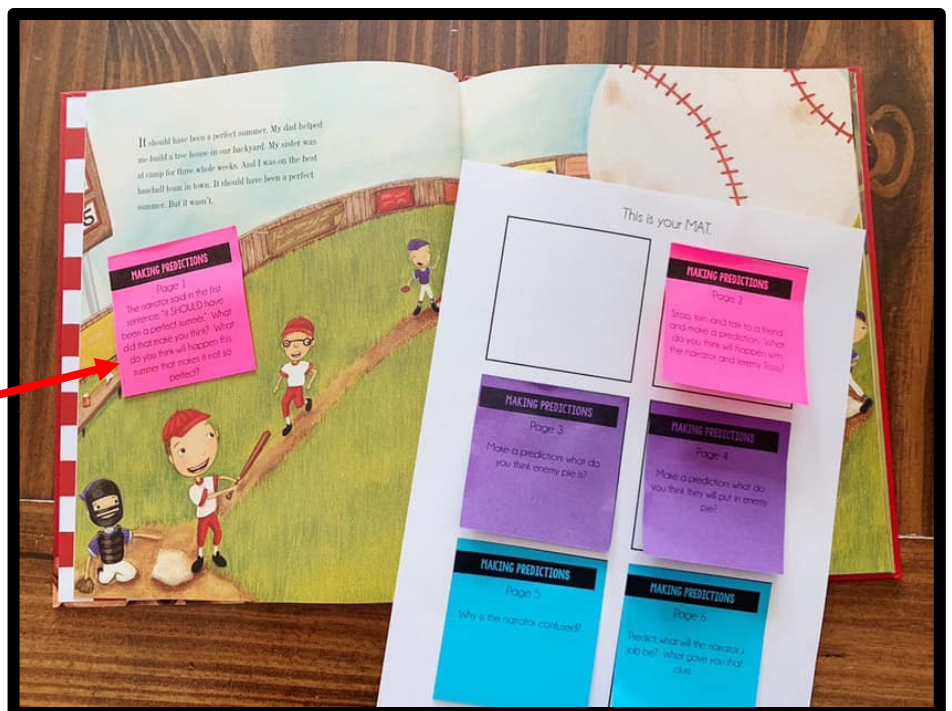
Interactive read aloud sticky notes for mentor text. .

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.



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THEME

Theme is the **lesson** that the author wants you to learn from the story. The theme may not be directly stated in the text.

How did the characters change?

How did the characters grow?

How did the characters react to challenges?

What did the characters learn?

What idea sticks with you?

AS YOU READ, THINK!

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Mini anchor charts for student reader's notebooks.

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

EXITticket

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

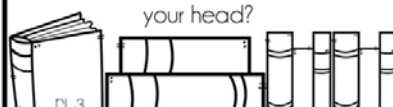


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EXITticket

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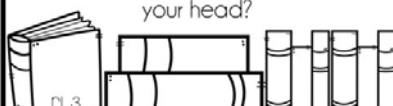


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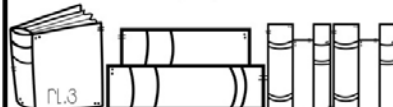


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EXITticket

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

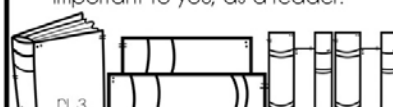


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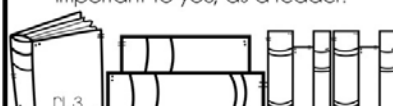


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EXITticket

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

GIRAFFE PROBLEMS EXTENSION ACTIVITIES

The following pages are designed to be used with the mentor text, *This is Me*. These activities can be used in a morning meeting, or as a writing prompt.

1. THIS IS ME

Students create a drawing that is unique about them.

2. WRITING ABOUT

Edward is feeling sad. Write a letter to Edward to tell him how you feel.

3. CREATE A TIE

Students create a bow tie with a message.

4. AUTHOR'S PURPOSE

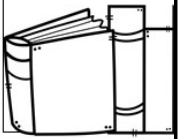
Students create a drawing that shows what they learned from the book.

5. FINAL THOUGHTS

Students create a drawing that shows their final thoughts on the book.

6. FOLDABLE BOOK

Students create a foldable book with directions for how to use the book.



THIS IS ME

Something special about me

Handwriting practice lines for the 'THIS IS ME' section.

I love to:

Handwriting practice lines for the 'I love to:' section.

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GIRAFFE problems

If you could say anything to Edward, what would you say?

Handwriting practice lines for the 'GIRAFFE problems' section.

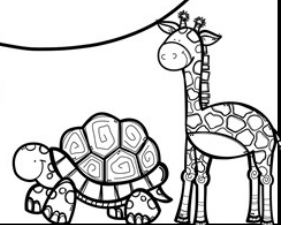
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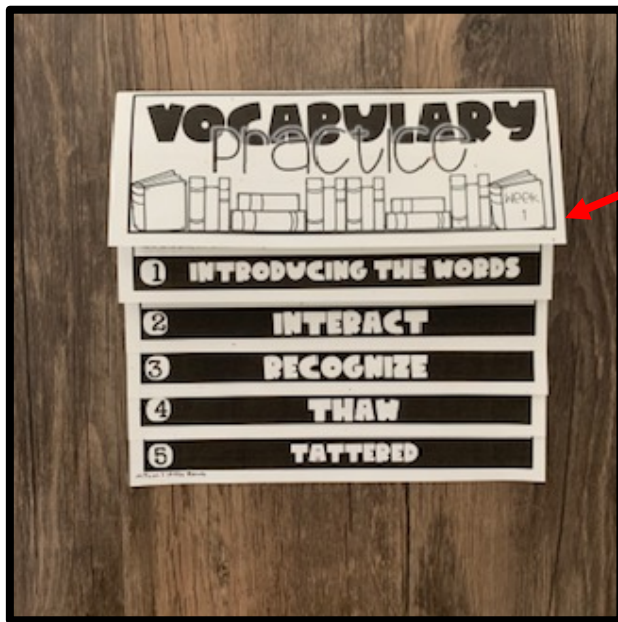
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Each week includes 4 vocabulary words that connect to the mentor text. Vocabulary flipbook, reader's notebook pages, quick check, and rubric are included for each week.

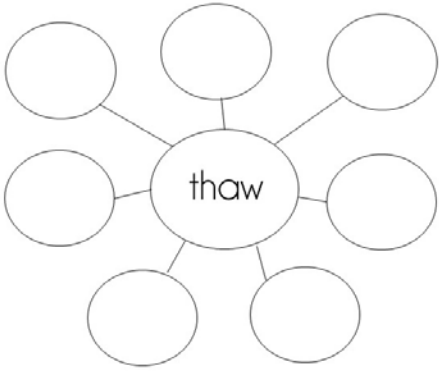


Flipbook

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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