

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 VISUALIZING?		
MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none">Each Kindness by Jacqueline WoodsonAnchor chart paper, topper, & markersInteractive read aloud sticky notesStudent reading notebooks & student anchor chartsVisualizing task cards & student pagesExit tickets	<ul style="list-style-type: none">Copy sticky notes for your interactive read aloud.Read "Each Kindness" ahead of time to prepare for the interactive read aloud.Prepare anchor chartCopy and prepare task cards (one set for each group or a shared set of cards)Copy student pagesPrepare exit tickets	<p>Visualizing</p> <p>STANDARDS</p> <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		
<p>Gather students in your meeting area to share that today they're going to talk about visualizing. What word do you hear in "visualizing"? Visual...how do you think that relates to reading? We take the words that we read to help SEE what we are reading. Let's try it!</p> <p>As you are reading, discuss with the interactive sticky notes, but do not show students the illustrations.</p> <p>Read "Each Kindness" and discuss through page 10.</p> <p>Ask students...what did you see in your head as you were listening? What did the classroom look like, the schoolyard? Did the author use words or clues that helped you picture what was happening in the story?</p> <p>Visualizing means we create a picture or a movie in our mind as we read. This helps us understand the text and remember what we are reading. We can use the information that the author gives us and information that we already know. We may have pictured the classroom in "Each Kindness" to look like our own classroom because we know what our classroom looks like. It helps us make connections and relate to the story.</p> <p>Create an anchor chart</p> <p>Visualizing</p> <ul style="list-style-type: none">Creating a picture in your mind as you read.Think about the information the author gives you and the information that you already know. <p>Think about it... (Sentence starters for visualizing)</p> <ul style="list-style-type: none">I was picturing...When the author said...I was picturing...When I read...I saw... <p>Students can put the mini anchor chart in the "Reading Info" section of the reader's notebook.</p>		
INDEPENDENT READING		
<p>Using the visualizing task cards, students can choose a card and complete a visualizing page, drawing the picture they see as they read and highlighting the words that helped paint that picture. This can be placed in the "Reading Response" section of the reader's notebook. (Discuss that when drawing mental pictures, we must take our time...no stick figures! Try to really show what you are imagining in your mind.)</p> <p>Small group conversations should highlight the visualizing skills discussed, using clues from the author and background knowledge to create a picture in your head as you read.</p> <p>Remind students that visualizing is important while reading independently too. We should always imagine the story in our heads, without task cards or reminders from the teacher. We will understand and enjoy reading more as we become visual readers.</p> <p><small>**Please note that vocabulary activities are a separate file included in this download.**</small></p>		
SHARING		
<p>Gather back together to discuss. What helped you visualize as you were reading? Were there certain words or phrases that stick out to you that helped to paint a picture in your mind? Students can complete an exit ticket about visualizing using sticky notes.</p>		

READING workshop

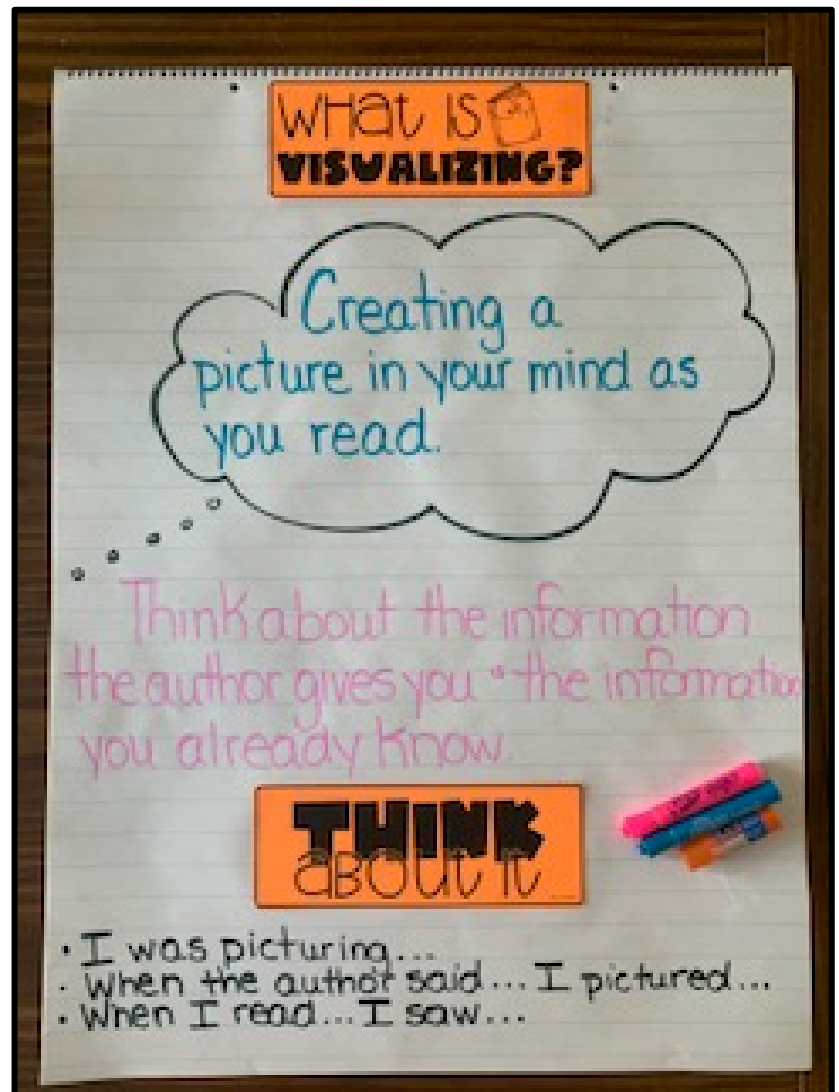
Pieces to create anchor charts plus example pictures.

WHY DO
GOOD readers
VISUALIZE?

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Anchor chart
pieces

Anchor chart examples



READING workshop

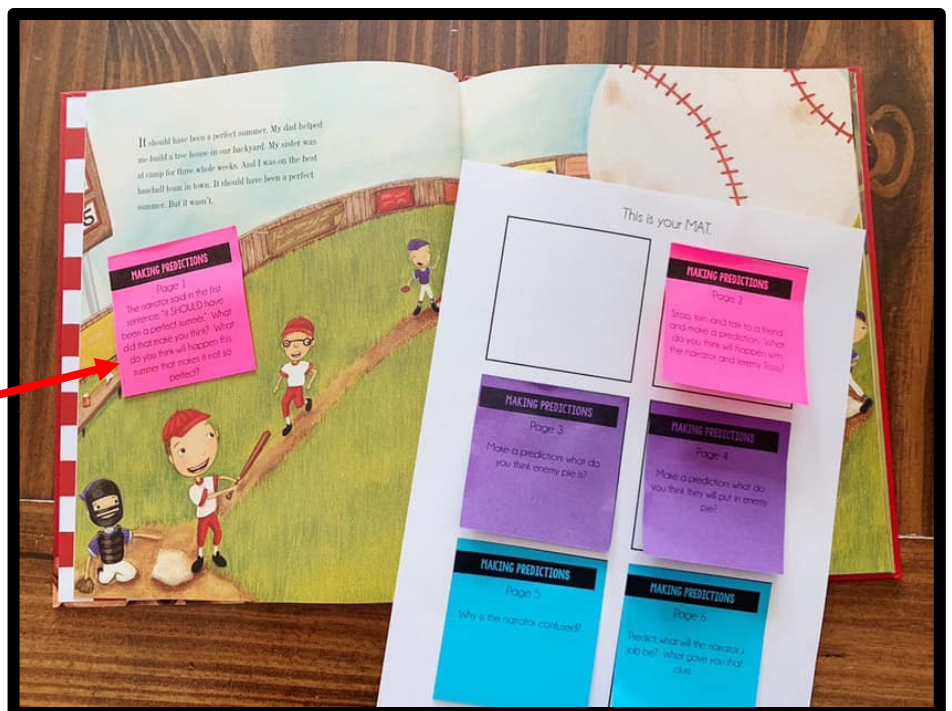
Interactive read aloud sticky notes for mentor text. .

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

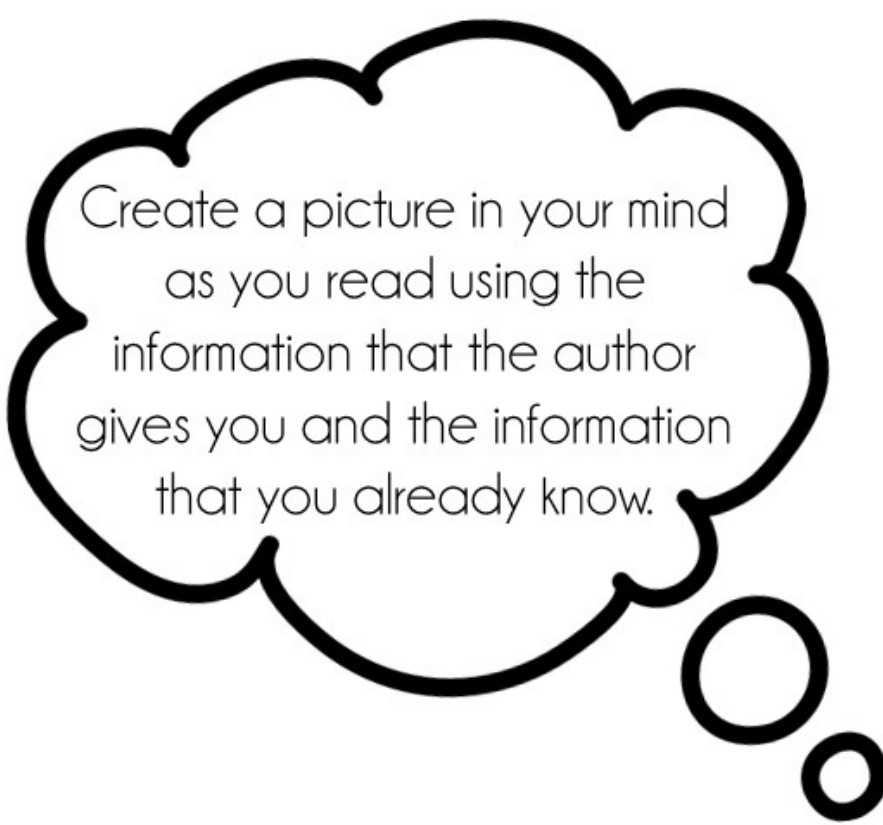
Place in the book for interactive read aloud.



READING workshop

VISUALIZING

WHAT IS VISUALIZING?



Create a picture in your mind
as you read using the
information that the author
gives you and the information
that you already know.


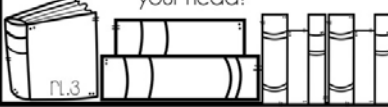
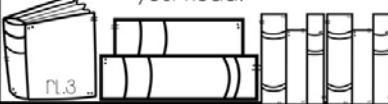
- I was picturing...
- When the author said... I was picturing...
- When I read... I saw...

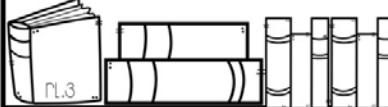
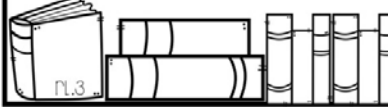
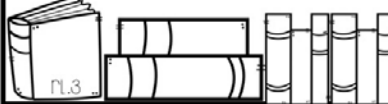
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Mini anchor charts for student reader's notebooks.

READING workshop

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

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 of the month, to be used with each mentor text.

EXTENSION activities

THE INVISIBLE BOY EXTENSION ACTIVITIES

The following pages are activities to extend student's learning beyond analyzing the characters in the text. These activities can be used as a rotation in your reading workshop, for early finishers, during morning meeting, or with a small group.

1. **WRITING ACTIVITY-FOLD**

Students can create a directions for printing a

2. **WRITING ACTIVITY: DON**

Students can think of w

3. **WRITING ACTIVITY: SMA**

Justin's small act of kind
When has a small act d

4. **AUTHOR'S PURPOSE**

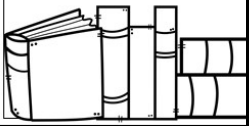
Students can consider
learned from the story d

5. **FINAL THOUGHTS**

Students can express th
connect and have felt
others before and the

6. **KINDNESS CHALLENGE**

Students can fill in small
that they know they ca
them at lunch, ask a ne
challenge to complete
those around them.



The Invisible **BOY**

You notice that someone you know is feeling invisible and excluded from a group. What can you say to the group to encourage them to include everyone?



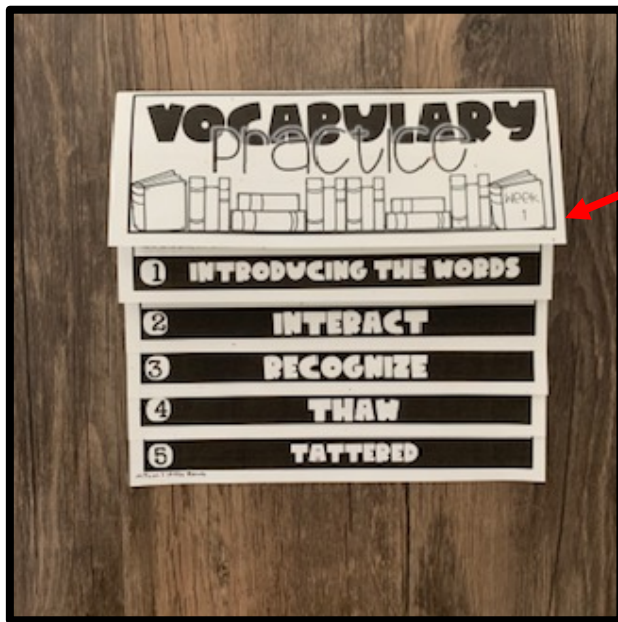
The Kindness **CHALLENGE**

Fill in the board with small acts of kindness that YOU will try to complete. Each time you complete an act, cross it off! Let's see how many you can complete.
Your small acts of kindness can go a long way!

	BE kind	

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.

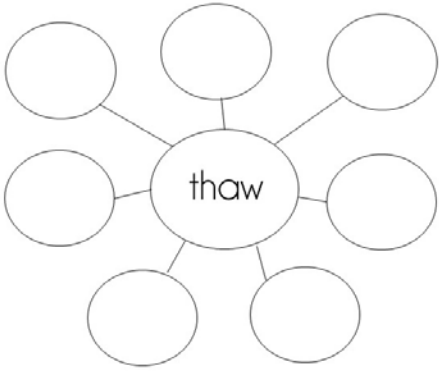


Flipbook

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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