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

skills

materials

CCCS aligned standards

Mini lesson

Independent reading

sharing

DAY 1 — MAKING PREDICTIONS

MATERIALS
- Enemy Pie by Derek Munson
- Anchor chart paper, topper, & markers
- Interactive read aloud sticky notes
- Student reading notebooks & student anchor charts
- Student page
- Exit tickets

TO PREPARE
- Copy sticky notes for your interactive read aloud.
- Read "Enemy Pie" ahead of time to prepare for the interactive read aloud.
- Prepare anchor chart
- Prepare student pages
- Prepare exit tickets

FOCUS SKILL
Making predictions

STANDARDS
- RL3.1, 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 are to share that today they're going to talk about making predictions. As active readers we use clues in the book to help us make guesses as to what is happening in the book. Show students the book, "Enemy Pie." What do you think when you see the title, "Enemy Pie"? What else do you notice on the cover? Let's read together and find out!

Read through page 6. Use the interactive sticky notes as you read and discuss.

Turn and talk with a friend…what do you think enemy pie is? What do you think will happen with the narrator and Jeremy Ross?

Create an Anchor Chart
Making Predictions:
- A prediction is a guess that you make based on clues given in the text.
- Before reading, you can look at the title and illustrations.
- During reading, you use clues that the author gives you in the text, as well as behaviors of the characters to stop and make predictions about what will happen. You may change your predictions as you read and gather more clues.
- After reading, determine if your prediction was accurate and adjust your thinking.

Talking or writing about your predictions:
- I predict that…
- I think…will happen because…
- Because…said…I think…
- I wonder if…will happen next.
- When I read…it made me think…will happen.
- I bet (character) will…

Discuss why making predictions is important. Making predictions helps us think ahead, paying close attention to the details in the text. An active reader may not have noticed "should" in the first sentence of the book. But that clue gave us the idea that it wouldn't be a good summer for the narrator. Making predictions helps us make connections between our prior knowledge and the text. As you are reading today, I want you to stop and make a prediction. As you read, decide if your prediction is accurate or if you need to change your thinking.

INDEPENDENT READING

Students can use the predicting sticky notes to make predictions as they read in their own books. There is a stop and jot page that you can laminate and have students use with any book. They can use sticky notes to stop and write down their thoughts as they read. You can have them keep these pages with their group's notebooks and supplies.

As you are working in your groups, focus on making reasonable predictions. Model the prior knowledge that students may have and how that can help to make predictions about what will happen next.

SHARING

Gather back together to discuss predictions made while reading. Did you change what you thought? What sort of clues helped you make your predictions? Give praise to your active readers and all of their predictions! There really are no right or wrong answers for predicting, as long as predictions stay reasonable to the text. If we're wrong, we can change our thinking as we read! Students can complete an exit ticket with sticky notes.

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Pieces to create anchor charts plus example pictures.

WHY DO readers
ASK
QUESTIONS?

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Anchor chart pieces

CHARACTERIZATION

How the author reveals the character's personality throughout the story.

DIRECT CHARACTERIZATION | INDIRECT CHARACTERIZATION

The author tells the character's traits using adjectives to describe the character

The author gives us clues throughout the story so we can make conclusions about characters. The author clues are through actions, dialogue, thoughts, and interactions with other characters

Anchor chart examples

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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.
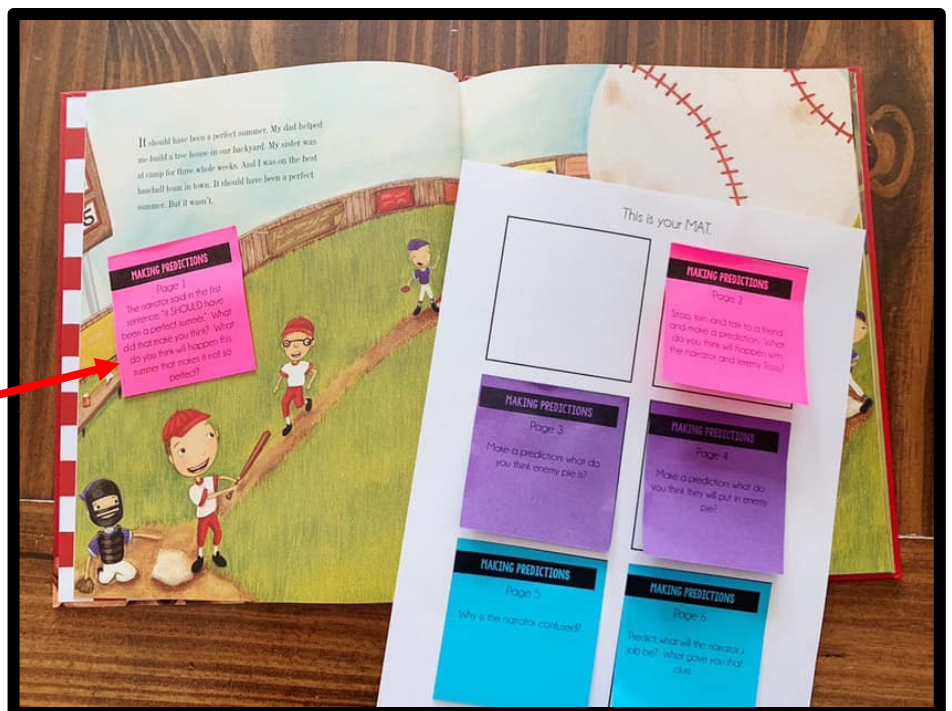
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MAKING PREDICTIONS

A prediction is a guess that you make based on clues given in the text.

Before Reading

During Reading

After Reading
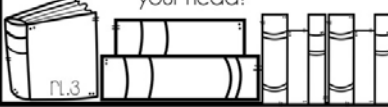
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Talking or writing about your predictions:

- I predict that…
- I think…will happen because…
- Because…said…I think…
- I wonder if…will happen next.
- When I read…it made me think…will happen.
- I bet (character) will…
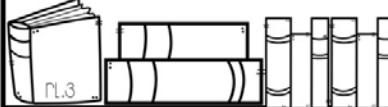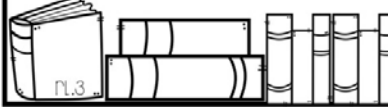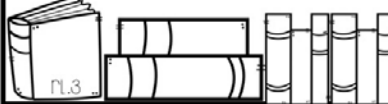
Mini anchor charts for student reader's notebooks.

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?

FL.3

EXIT ticket

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

FL.3

EXIT ticket

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FL.3

EXIT ticket

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EXIT ticket

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

FL.3

EXIT ticket

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

FL.3

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 ___ morning meeting, or writing ___

1. **PROBLEM AND SOL___**
    Students can deter___
    solution.

2. **WRITING ACTIVITY: E___**
    The narrator's dad ___
    "get rid" of enemies ___
    recipe for enemy pi___
    with your enemy. La___

3. **WRITING ACTIVITY: V___**
    The story is told fro___
    would be different?

4. **AUTHOR'S PURPOSE___**
    Students can consi___
    learned from the sto___

5. **FINAL THOUGHTS**
    Students can expr___

6. **FOLDABLE BOOK**
    Students can crea___
    directions for printi___

ENEMY *Pie*

What is the problem that the ma___ charac___ face in the sto___? Ho___ does he attempt to sol___ problem? What is the solution? Fi___

THE PROBLEM
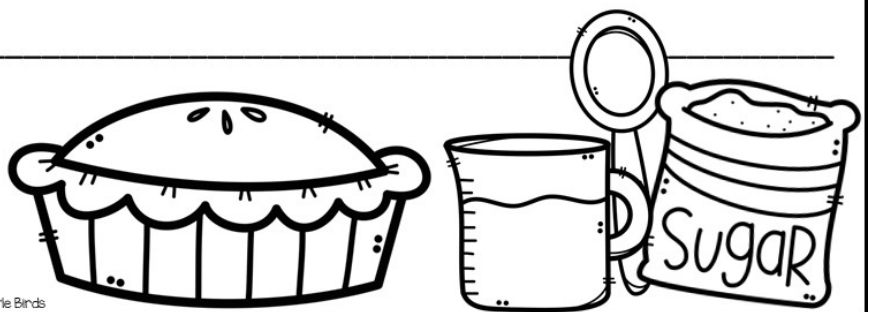
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ENEMY *Pie*

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

INGREDIENTS

_____

_____
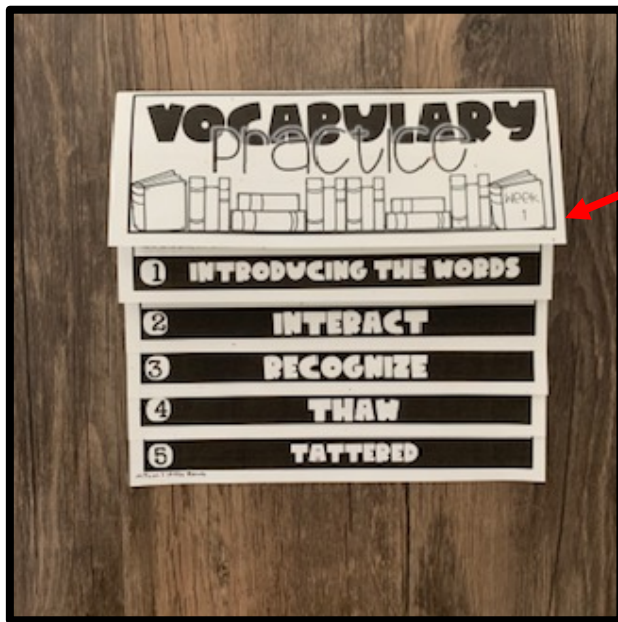
_____

DIRECTIONS

_____

_____

_____

_____

_____

_____

_____

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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.
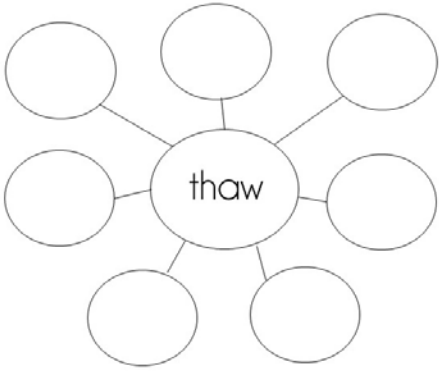
Flipbook

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.

thaw

Definition:

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Reader's notebook pages

Rubric

VOCABULARY RUBRIC

Name: _____ Date: _____

		A note from the teacher:
• 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	
• Shows partial understanding of the word. • Identifies the meaning of the word without a deeper understanding. • Vocabulary practice is slightly inaccurate.	3	
• Shows a limited understanding of the word. • Use of the word is minimal.	2	
• Does not show understanding of the word or its meaning. • Does not complete vocabulary practice.	1	

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