

# 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**

## TYPES OF PRINT

MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none"><li>Variety of nonfiction text</li><li>Anchor chart paper, topper, &amp; markers</li><li>Student reading notebooks &amp; student anchor charts</li><li>Exit tickets</li></ul>	<ul style="list-style-type: none"><li>Have a variety of nonfiction text available.</li><li>Prepare anchor chart</li><li>Copy student pages</li><li>Copy scavenger hunt brochures two sided</li><li>Prepare exit tickets</li></ul>	Types of print
		STANDARDS
		<ul style="list-style-type: none"><li>RI.3.4, RI.3.5, RI.3.7, RI.4.7, RI.5.4</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 nonfiction text. Discuss, what is nonfiction? How is nonfiction different than fiction? Why do we read nonfiction? Why do you read fiction?

- Tells us about something that is real
  - Includes facts
  - Teaches you something
- Includes features like diagrams and headings

With your students discuss types of nonfiction text that they have come across. Sometimes this is hard for them to think beyond just nonfiction books, there is an example list below for ideas to get started. You can create an anchor chart to hang up, or just discuss. You can also have students write ideas on sticky notes and if they are comfortable sharing, they can stick it to an anchor chart.

Newspaper  
Dictionary  
Magazine  
Website  
Journal  
Diary  
Textbook  
Recipe  
Instructions

**Create an anchor chart**  
**Types of print:**  
BIG/small: notice the words that are written larger or smaller than the other words.  
Colored: Some words may be written in color, notice those words and why they are written in color.  
**Bold:** Bold words are darker than other words in the text. This indicates an important word or new vocabulary word in the text.  
*italic:* the author uses italic words to show new words, important words, or a new idea.  
Highlighted: Notice when words are highlighted as they are important words related to the topic.  
Underlined: an underlined word indicated a new or unknown word.

**INDEPENDENT READING**

Have a variety of text available for students to choose from. Classroom magazines like Time for Kids or Scholastic News are wonderful examples of nonfiction text that students are familiar with, if you have access to those magazines. Also include a variety of books for students to choose from. During this first day of independent reading, have students choose more than one book, take a book walk through them, write down things that they notice as they read, comparing nonfiction to the fiction text they have read.

Throughout the lessons with nonfiction text features, students will work on the scavenger hunt that is included. They may notice text features as they are reading and they can fill those in but should try to focus on the features discussed in the mini lesson. Before they begin each day, they should look at the text features they have filled in to see if there is anything that they can add. These pages are included in this lesson as a brochure to print two sided and will be used for the next seven lessons. If you do not want to use the brochure, there is a full page sheet included separately.

Small group conversations should look at different nonfiction text and point out the features that are in the different texts.  
\*\*Please note that vocabulary activities are a separate file included in this download.\*\*

**SHARING**

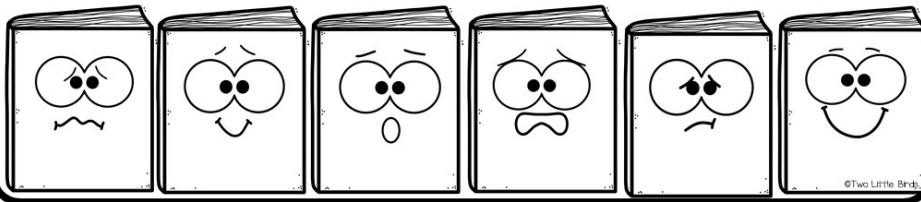
Gather back together to discuss. Why do you think nonfiction text are important? What kind of print do you enjoy reading, why? What do you notice about nonfiction text?

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# READING workshop

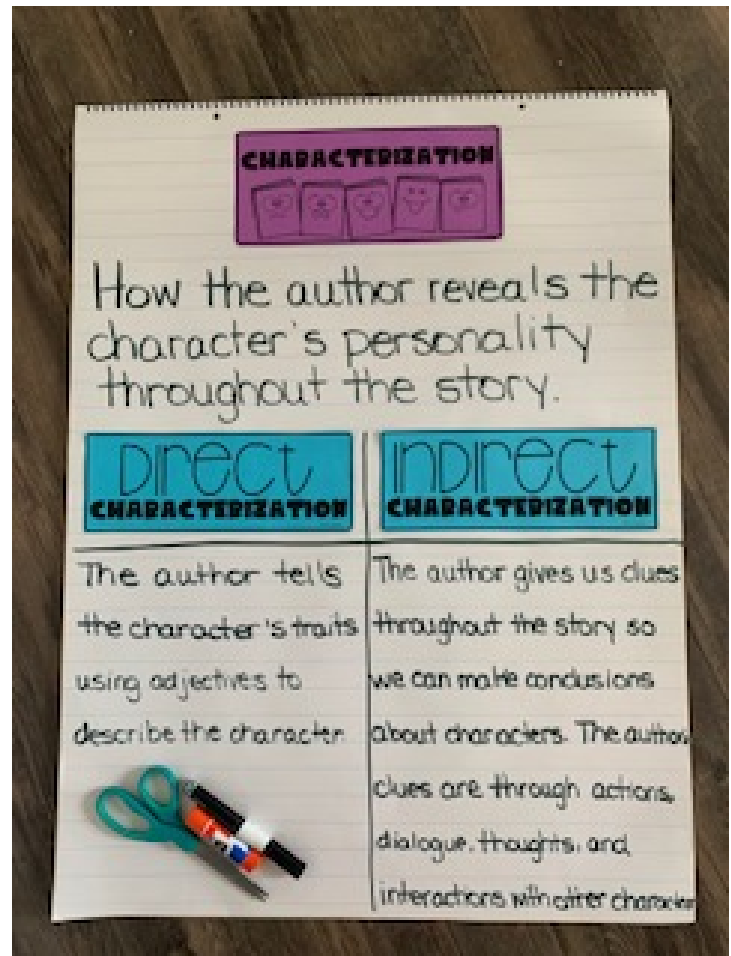
Pieces to create anchor charts plus example pictures.

## TYPES OF PRINT

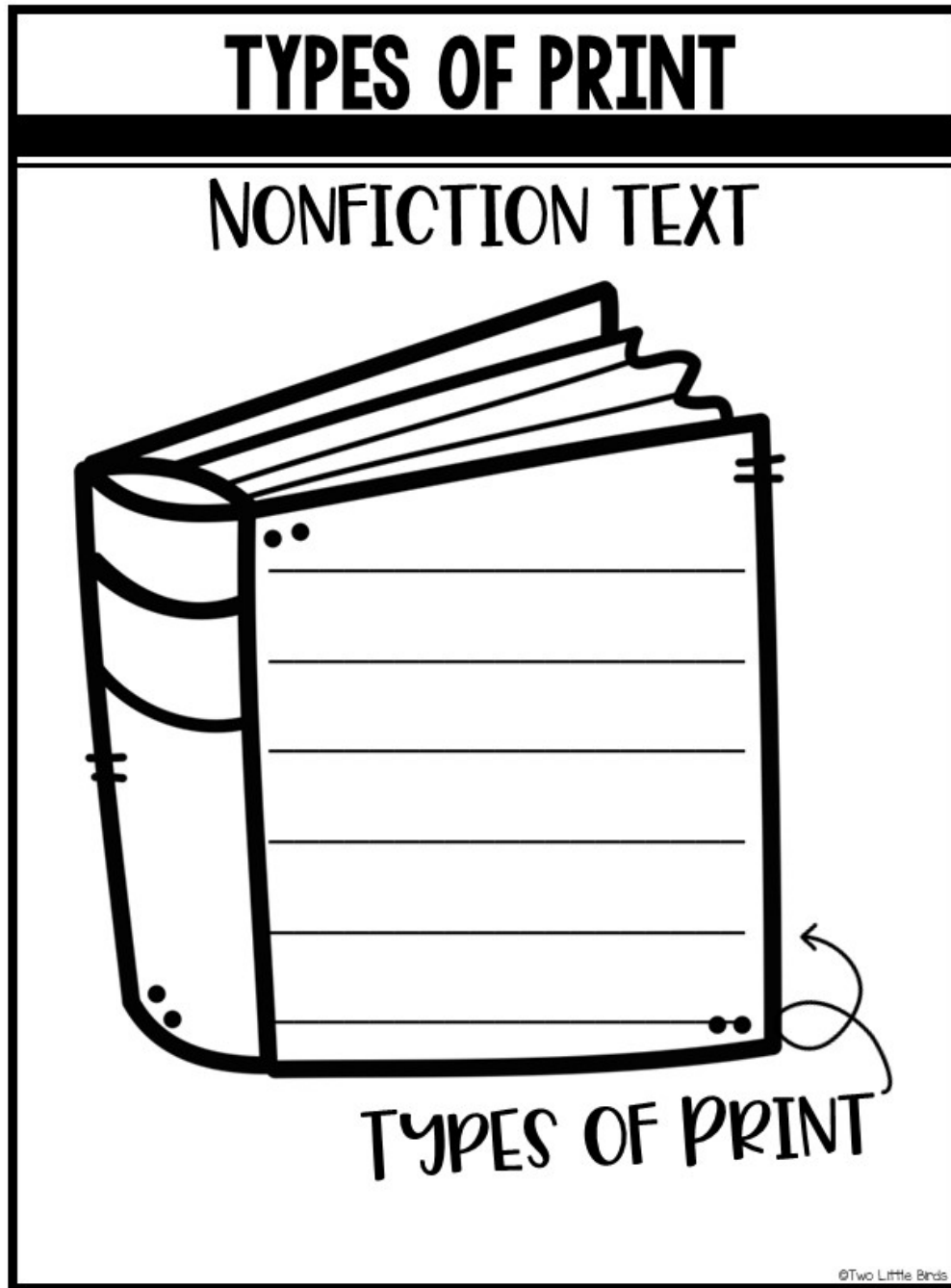


Anchor chart pieces

Anchor chart examples



# READING workshop




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

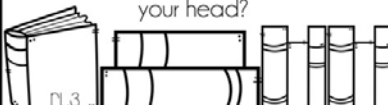
What do you pay attention to as you read to help you visualize the story in your head?



FL.3

**EXIT**ticket


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



FL.3

**EXIT**ticket

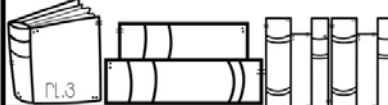
What do you pay attention to as you read to help you visualize the story in your head?



FL.3

**EXIT**ticket

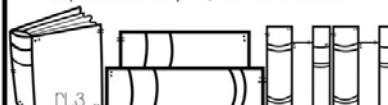
What is sensory language? Why is it important to you, as a reader?



FL.3

**EXIT**ticket

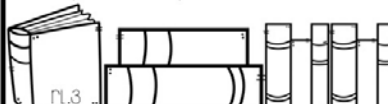
What is sensory language? Why is it important to you, as a reader?



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.

## TEXT FEATURE Bingo

Look through your nonfiction text and any time you see a text feature, write it in the box!

You are creating your own book and that is o

## NONFICTION Text Features

Why do you think author's create nonfiction text?

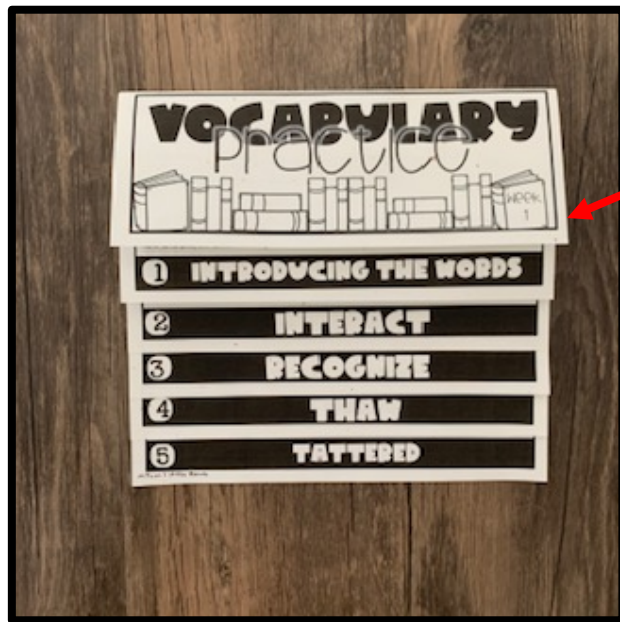
## TEXT FEATURE gallery walk

As you look at each book, mark down the text features you notice by putting an X in that column.

	Title page	Table of contents	Index	Glossary	Photograph	Illustration	Caption	Diagram	Table	Chart	Heading	Subheading	Keywords	Bullets
1														
2														
3														
4														
5														
6														
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13														
14														
15														

# 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.

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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