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

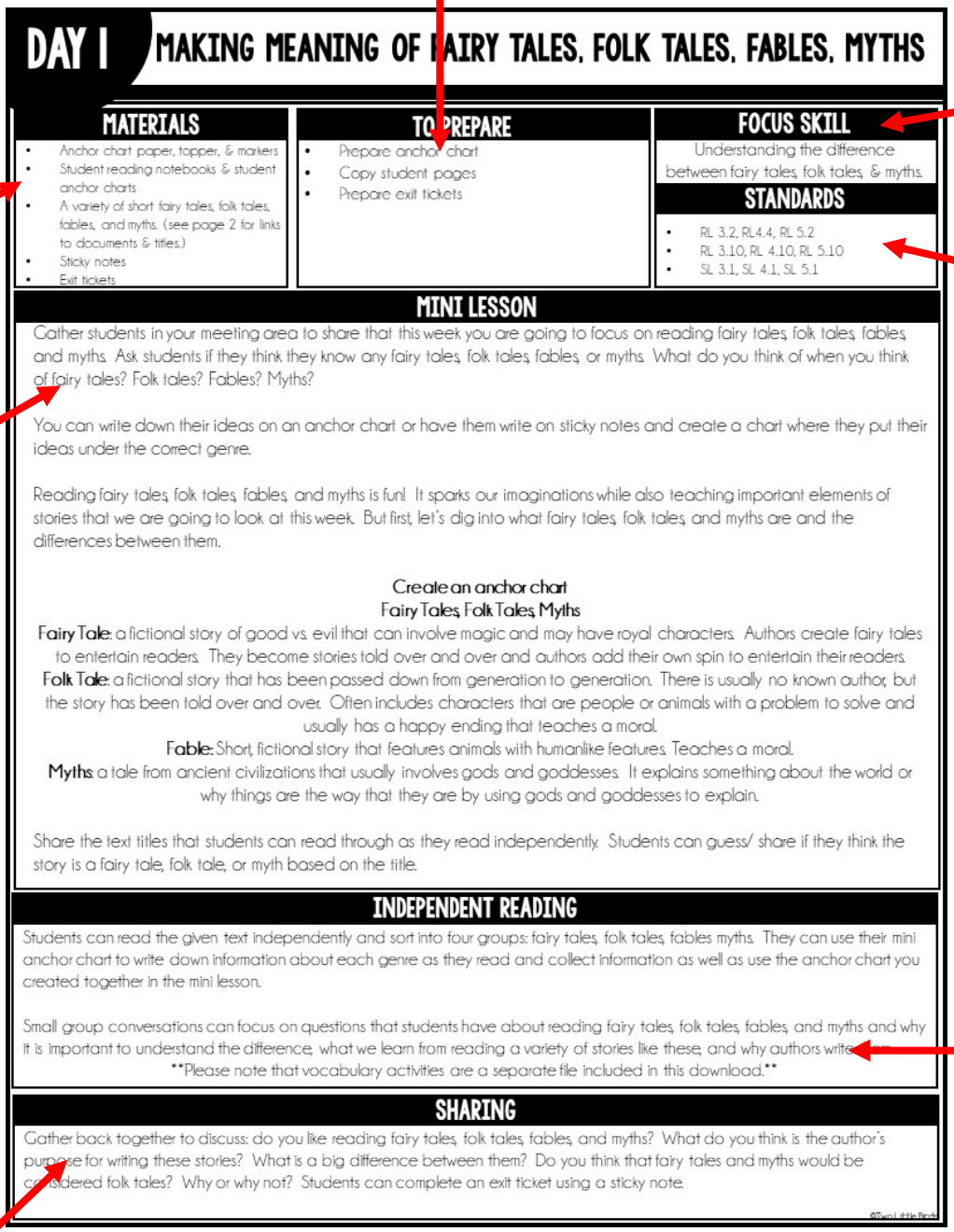
materials

CCCS aligned standards

Mini lesson

Independent reading

sharing



DAY 1 MAKING MEANING OF FAIRY TALES, FOLK TALES, FABLES, MYTHS

MATERIALS

- Anchor chart paper, topper, & markers
- Student reading notebooks & student anchor charts
- A variety of short fairy tales, folk tales, fables, and myths. (see page 2 for links to documents & titles.)
- Sticky notes
- Exit tickets

TO PREPARE

- Prepare anchor chart
- Copy student pages
- Prepare exit tickets

FOCUS SKILL

Understanding the difference between fairy tales, folk tales, & myths.

STANDARDS

- RL 3.2, RL4.4, RL 5.2
- 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 area to share that this week you are going to focus on reading fairy tales, folk tales, fables, and myths. Ask students if they think they know any fairy tales, folk tales, fables, or myths. What do you think of when you think of fairy tales? Folk tales? Fables? Myths?

You can write down their ideas on an anchor chart or have them write on sticky notes and create a chart where they put their ideas under the correct genre.

Reading fairy tales, folk tales, fables, and myths is fun! It sparks our imaginations while also teaching important elements of stories that we are going to look at this week. But first, let's dig into what fairy tales, folk tales, and myths are and the differences between them.

Create an anchor chart
Fairy Tales, Folk Tales, Myths

Fairy Tale: a fictional story of good vs. evil that can involve magic and may have royal characters. Authors create fairy tales to entertain readers. They become stories told over and over and authors add their own spin to entertain their readers.
Folk Tale: a fictional story that has been passed down from generation to generation. There is usually no known author, but the story has been told over and over. Often includes characters that are people or animals with a problem to solve and usually has a happy ending that teaches a moral.
Fable: Short, fictional story that features animals with humanlike features. Teaches a moral.
Myths: a tale from ancient civilizations that usually involves gods and goddesses. It explains something about the world or why things are the way that they are by using gods and goddesses to explain.

Share the text titles that students can read through as they read independently. Students can guess/ share if they think the story is a fairy tale, folk tale, or myth based on the title.

INDEPENDENT READING

Students can read the given text independently and sort into four groups: fairy tales, folk tales, fables myths. They can use their mini anchor chart to write down information about each genre as they read and collect information as well as use the anchor chart you created together in the mini lesson.

Small group conversations can focus on questions that students have about reading fairy tales, folk tales, fables, and myths and why it is important to understand the difference, what we learn from reading a variety of stories like these, and why authors write [illegible]
Please note that vocabulary activities are a separate file included in this download.

SHARING

Gather back together to discuss: do you like reading fairy tales, folk tales, fables, and myths? What do you think is the author's purpose for writing these stories? What is a big difference between them? Do you think that fairy tales and myths would be considered folk tales? Why or why not? Students can complete an exit ticket using a sticky note.

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Mini anchor charts for student reader's notebooks plus student pages for the focus skill.

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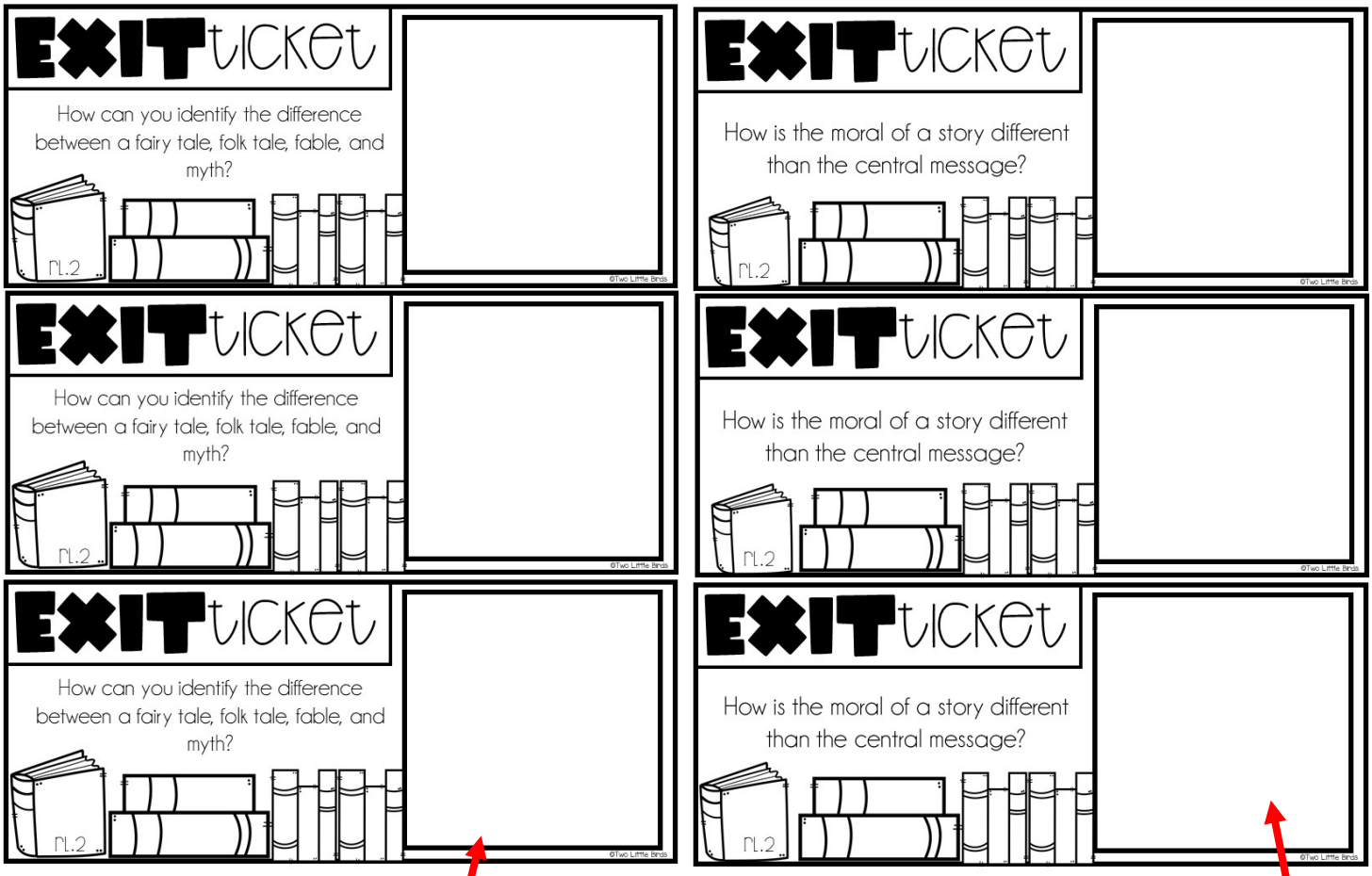
EXIT TICKETS

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



Laminate and use sticky notes so that you can reuse!

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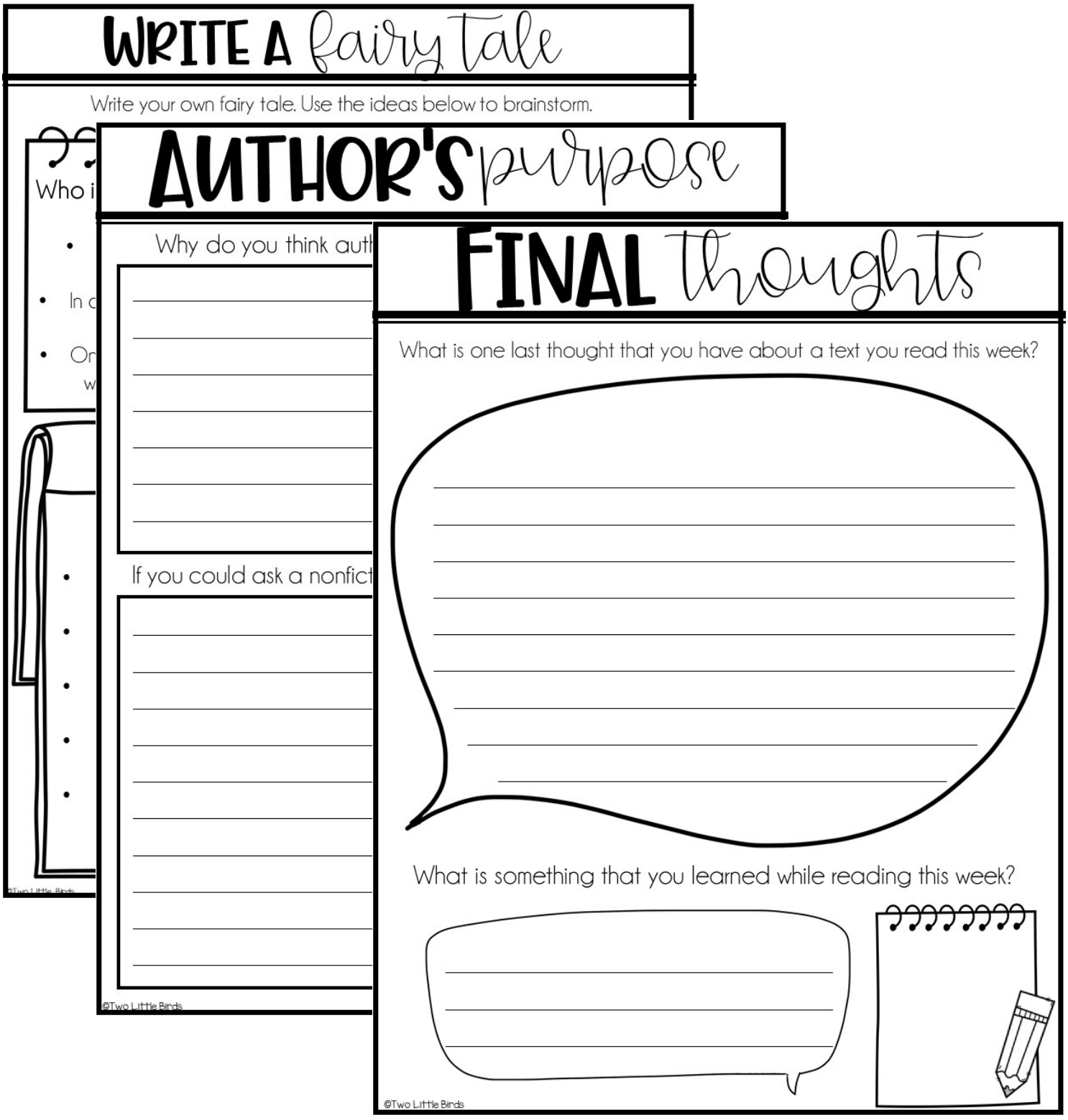
6 different extension activities included.



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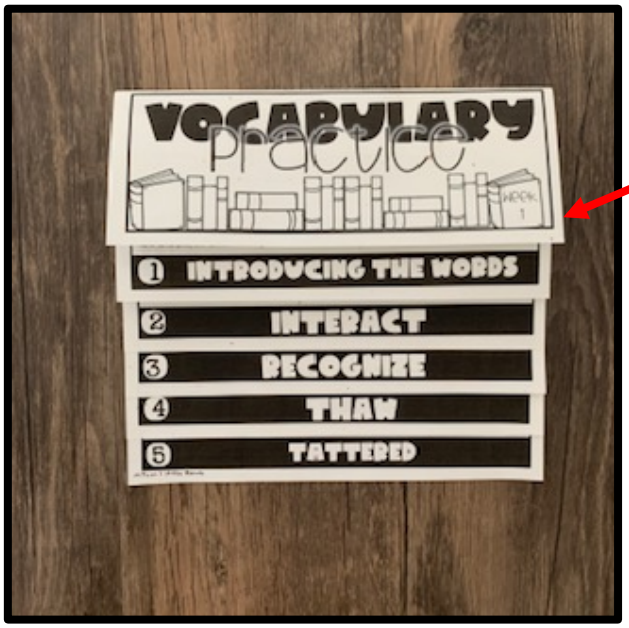
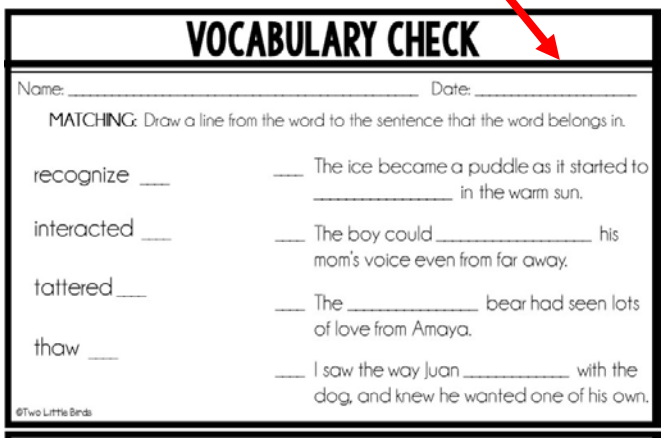
4 vocabulary words that connect to the mentor text. Vocabulary flipbook, reader's notebook pages, quick check, and rubric are included.



Flipbook

Quick check



VOCABULARY CHECK

Name: _____ Date: _____

MATCHING: Draw a line from the word to the sentence that the word belongs in.

recognize ___
interacted ___
tattered ___
thaw ___

___ The ice became a puddle as it started to _____ in the warm sun.

___ The boy could _____ his mom's voice even from far away.

___ The _____ bear had seen lots of love from Amaya.

___ I saw the way Juan _____ with the dog, and knew he wanted one of his own.

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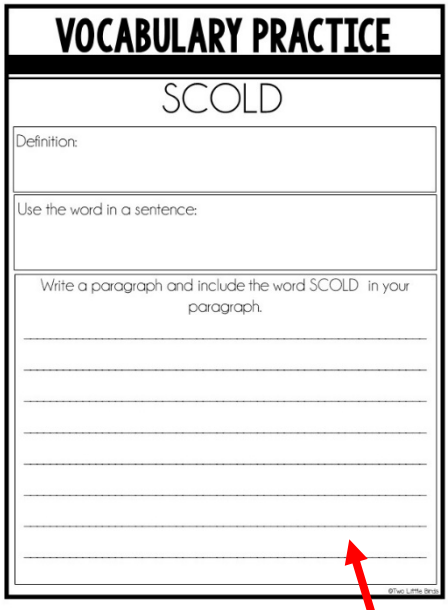

VOCABULARY PRACTICE

SCOLD

Definition:

Use the word in a sentence:

Write a paragraph and include the word SCOLD in your paragraph.

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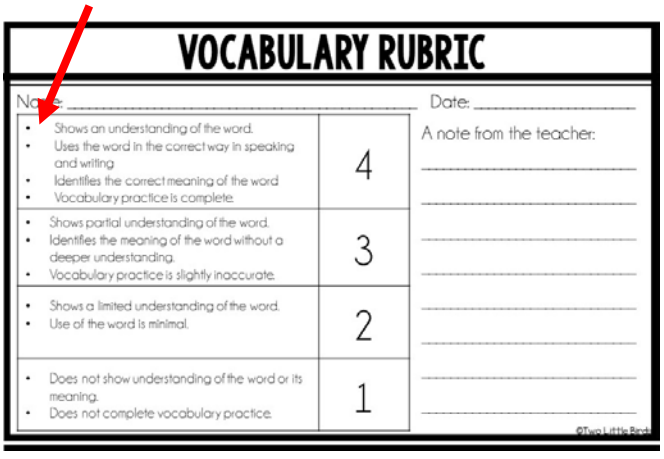
Reader's notebook pages

Rubric



VOCABULARY RUBRIC

Name: _____ Date: _____

• 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

A note from the teacher:

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