

# Launching the Reading Workshop

Grades 2–5 (can be scaffolded)

## Outline

Week 1			
Day/ Date	Topic	Teaching Point	Read Aloud Focus
1a	First Day of School Activities: (Ideas) <ul style="list-style-type: none"> <li>Decorate Reader's Notebook</li> <li>Tour of Classroom Library (brief)</li> <li>3 Things</li> <li>Reading survey</li> </ul>		Theme for Week 1: Building a reader and writer's identity  Possible Titles: <ul style="list-style-type: none"> <li>➤ <i>Thank You Mr. Falker</i></li> <li>➤ <i>The Librarian of Basra</i></li> <li>➤ <i>Richard Wright and the Library Card</i></li> <li>➤ <i>Nothing Ever Happens on 90<sup>th</sup> Street</i></li> <li>➤ <i>Tómas and the Library Lady</i></li> <li>➤ <i>More Than Anything Else</i></li> <li>➤ <i>Read for Me, Mama</i></li> <li>➤ <i>The Color of Home</i></li> </ul>
1b	Reading: Best and Worst Times (Calkins Launch, Session I)	Good readers live lives where reading matters—A LOT! In order to understand how to make their reading lives the best they can be, they ask themselves “What’s working for me? What’s NOT working for me?”	T models making a list/sketch of best and worst times in a reader’s life. S make their own lists/sketches.
2	Reading Resolutions (Calkins Launch, Session II)	Wise readers look backwards, to their past reading lives, and also forward, to plan what they want for their future reading lives.	S complete reading survey and afterwards will paste into reader’s notebook
3	How I Learn	Thoughtful readers reflect on	T models using the RN

	(Growing Readers and Writers)	times in their lives when they <u>wanted</u> to learn something new. They look back to see what made it a successful experience, and do the same as they learn to become better readers.	to record 3 Things... 3 favorite books 3 things I like to read about 3 favorite TV shows or games S do the same
4	Recording and Researching Our Reading Lives (Calkins Launch, Session II, p.36)	Curious readers keep records and research the ways their reading changes.	T models to how record How I Learn. S do the same.

Week 2

Day/Date	Topic	Teaching Point	Read Aloud Focus
5	Creating an I-Chart Reviewing Reading Log <i>See Beaudet lessons Day 2</i>	Strong readers think about how they can make the most of their independent reading time each day.	T models stopping and jotting thoughts on a post-it <i>Use previous read aloud titles or new titles with same theme.</i>
6	-Good readers build stamina (incremental time on task) -How readers choose good books (3 rules) (GRaW lesson) <i>See Beaudet lessons Day 3</i>	Serious readers think about how they can build stamina to increase the amount of time they can read independently	T models stopping and jotting thoughts on a post-it
7	-Good readers build stamina (incremental time on task) -How readers choose Just Right Books	Smart readers think carefully about which books are best and which books may be too difficult.	T models stopping and jotting thoughts on a post-it

	(Shoe Lesson) (GRaW) <i>See Beaudet lessons Day 4</i>		
8	-Good readers build stamina (incremental time on task) -How readers think and talk about their books (Reading is Thinking lesson from GRaW) <i>See Beaudet lessons Day 5</i>	Good readers think as they read.	S bring reader's notebook to rug; guided practice to stop and jot
9	-Good readers build stamina (incremental time on task) -Good readers think and talk about their books. (How to share with partners lesson GRaW) <i>See Beaudet lessons Day 6</i>	Cooperative readers share their reading with partners.	S bring reader's notebook to rug; guided practice to stop and jot
Week 3			
Day/ Date	Topic	Teaching Point	Read Aloud Focus
10	-Good readers build stamina (incremental time on task) -Good readers choose Just Right books (teacher models 3 rules)	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner

	<i>See Beaudet lessons Day 7</i>		
11	<ul style="list-style-type: none"> <li>-Good readers build stamina (incremental time on task)</li> <li>-Good readers choose Just Right books (teacher models 3 rules)</li> </ul> <i>See Beaudet lessons Day 8</i>	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner
12	<ul style="list-style-type: none"> <li>-Good readers build stamina (incremental time on task)</li> <li>-Good readers choose Just Right books (guided practice)</li> </ul> <i>See Beaudet lessons Day 9</i>	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner
13	<ul style="list-style-type: none"> <li>-Good readers build stamina (incremental time on task)</li> <li>-Good readers choose Just Right books (guided practice)</li> </ul> <i>See Beaudet lessons Day 10</i>	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner
14	<ul style="list-style-type: none"> <li>-Good readers build stamina (incremental time on task)</li> <li>-Good readers choose Just Right books (guided</li> </ul>	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner

	practice) <i>See Beaudet lessons Day 11</i>		
Week 4			
Day/ Date	Topic	Teaching Point	Read Aloud Focus
15	Recording our thinking on post-its, teacher model (Calkins Lesson 5, p.77)	Good readers use Post-its to mark places in their books where the text REALLY matters; They respond to the reading with their own thoughts and feelings	Partner Talk: Reviewing How to Talk With a Partner
16	Recording our thinking on post-its, teacher model (Calkins Lesson 5, p.77)	Good readers use Post-its to mark places in their books where the text REALLY matters; They respond to the reading with their own thoughts and feelings	Partner Talk: Reviewing How to Talk With a Partner
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