Grade 1 Unit 1: Taking Care of Ourselves and Each Other

UNIT OVERVIEW

Unit Essential Question: How does taking care of myself help me care for others as we build our community of readers and writers?

This three week launch unit is designed to introduce students to the rituals and routines of reading and writing workshop and to the rigor of the Common Core State Standards (CCSS). The three week unit allows for reteaching to mastery and time to establish routines in the classroom. Within this unit, you will need to assess all students using Fountas and Pinnell Benchmark Assessments. Using the theme, Taking Care of Ourselves and Each Other, teachers will work with students to establish the routines and procedures that will be necessary for building a classroom community. They will learn to take care of themselves and each other as they follow agreed upon rules for speaking and listening and as they begin to build the stamina needed to endure the practice time of reading and writing workshops.

This unit is not designed to go in-depth with the standards (with the exception of listening and speaking standards). The purpose is to familiarize students with the routines and procedures that will be necessary in order for students to successfully meet the Common Core standards. Subsequent units will include more thorough instruction on the standards as well as provide much more practice on meeting them.

The theme, Taking Care of Ourselves and Each Other, lends itself to connections in science, social studies and health. Although science, social studies and health content is not explicitly incorporated into this launching unit, the content taught during another part of the day, it can easily be tied to this theme through the text used for reading workshop. Connections between Reading, Writing, Speaking-Listening, and Language standards as well as connections to the theme will be made throughout the unit.

Content connections to the theme may include the following:

Science- Part of taking care of ourselves and others can include knowing how to dress in the different kinds of weather- thus graphing the weather and looking at different types. A weather journal could be included as a shared research project. The teacher could model in a class journal and the students could keep their own. Many and books and poems on about some aspect of weather can be read in reading workshop, and even brought back in writing workshop.

Social Studies- Taking care of ourselves includes knowing your address and phone number. Map skills fit well into this unit as the students are introduced to the areas of the room such as stations, independent reading spots, classroom library, etc..
Health- Knowing healthy eating habits is essential in taking care of ourselves. Nutrition and personal health may be weaved into the overall theme as well.

The first week of Reading Workshop includes 2 mini lessons and 2 work times. This first week will be spent getting to know your students and setting up for independent reading. This unit has 15 days of instruction so that you can be flexible with lessons that need reinforcing.

Beginning the second week there is only one mini lesson per day, as you will probably begin introducing literacy stations after independent reading is over each day. You will also be assessing individual students reading strengths and weaknesses through the Fountas and Pinnell Benchmark. In order to prepare students for the rigor of the work the common core asks, students must have daily, uninterrupted, independent reading combined with teacher conferring.

**COMMON CORE STATE STANDARDS**

Assessed Standard in this unit:

- *ELACC1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Introduced standards in this unit:

Listed below are the standards that will be introduced during this unit. You may wish to introduce additional standards as well. Students are not expected to master these standards in three weeks! The expectation for mastery of all the standards is the end of the year.

*Bolded and starred will be assessed and reported this quarter on the first nine weeks report card.

See the first grade scope and sequence document for all standards taught and assessed in each quarter.

**Reading (R)**

**Reading Literary Text**

**Key ideas and Details**

- *ELACC1RL1 Ask and answer questions about key details in a text.
- *ELACC1RL2 Retell stories, including key details, and demonstrate understanding of their central message
Text Complexity

- *ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade*

Reading Informational Text

Key ideas and Details

- ELACC1RI1: Ask and answer questions about key details in a text.

Craft and Structure

- ELACC1RI5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Integration of Knowledge and Ideas

- ELACC1RI7: Use illustrations and details in a story to describe its characters, setting, or events.

Writing (W)

Text Types and Purposes

- *ELACC1W3: Write narratives in which they recount* two or more appropriately sequenced *events*, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

- ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Speaking and Listening (SL)

Comprehension and Collaboration

- *ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.*
  *a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics that are under discussion).*
b. **Build on others’ talk in conversations by responding to the comments of others** through multiple exchanges.

- **ELACC1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Language (L)**

- **ELACC1L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - *e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.*

**SUGGESTED STUDENT OBJECTIVES**

- Learn the rituals, routines, and schedule of both Reading and Writing Workshop so they can establish classroom expectations.
- Describe what Reading and Writing Workshop look and sound like and their responsibilities in each.
- Follow agreed-upon rules for discussions.
- Participate in collaborative conversations with partners in reading and writing.
- Produce seed ideas for narrative and explanatory writing.
- Demonstrate responsibilities in reading and writing workshop.
- Gain stamina in reading and writing.
- Demonstrate effort with spelling strategies when writing.
- Explain differences in books that tell stories and books that give information.
- Begin to retell stories.
- Ask questions about a text.

**Unit Performance Task:** Students will assist the teacher in creating a rubric for the expectations for Reading and Writing Workshop. This rubric will include embedded standards for Speaking and Listening. In addition to the teacher using the rubric, the students will use it to self assess.

An option is to send the rubric, completed by the teacher and student, home to inform parents of the current level of performance on expected responsibilities with Reading and Writing Workshop.

**SUGGESTED WORKS**
LITERARY TEXTS

- The Day Jimmy’s Boa Ate the Wash by Trinka Hakes Noble
- Froggy Goes to School by Jonathan London
- First Day Jitters by Julie Danneburg
- Lilly’s Purple Plastic Purse by Kevin Henkes
- Chester’s Way by Kevin Henkes
- Chrysanthemum by Kevin Henkes
- Wemberly Worried by Kevin Henkes
- The Little Engine that Could- any version
- Dex the Super Hero by Caralyn Buehner
- Rainbow Fish by Marcus Pfister
- The Kissing Hand by Audrey Penn
- A Pocket Full of Kisses by Audrey Penn
- Bucket Book series
- The Night Before First Grade by Natasha Wing
- The Librarian of Basra by Jeanette Winter (AD (Adult Directed) 640L)
- Most Perfect Spot by Diane Goode
- Best Place to Read by Bertram and Bloom
- Reading Makes you feel good by Todd Parr
- The Best Book to Read by Bertram and Bloom
- What Happened to Marion’s Book? by Brook Berg
- Wolf by Pascal Biet
- Goldilocks and the Three Librarians by Jackie Mims Hopkins
- These Shoes by Maribeth Boelts
- Oh, How I Wish I Could Read by John Gile
- My Mouth is a Volcano by Julia Cook
- The Worst Day of My Life Ever by Julia Cook
- Rotten Ralph by Jack Gantos (580L)
- Interrupting Chicken by David Stein
- David books by David Shannon
- Too Much Noise by Ann McGovern
- Leo the Late Bloomer by Robert Kraus
- Mr. Wiggle by Paula M. Craig

Science

Sun Is Falling, Night Is Calling by Laura Leuck
Come on, Rain by Karen Hesse (AD 780)
Cloudy with a Chance of Meatballs by Judi Barrett (AD (Adult Directed) 730)
All the Water in the World by George Ella Lyon (520L)
Little Cloud by Eric Carle (390L)
Amy Loves the Rain by Julia Hoban (440L)

Water Dance by Thomas Locker (310L)
Weather Watch by Adam Ford
Water Music by Jane Yolen (NP: Non-Prose)
Water by Frank Asch (140L)
Extended Texts

- *Poppleton and Friends* by Cynthia Rylant *(360L)*
- Magic Tree House series by Mary Pope Osborne *(240L)*

In each Magic Tree House book there is the same verse:

*The wind started to blow.*
*The tree house started to spin.*
*It spun faster and faster.*

Poems

**The Water Cycle**

The heat from the sun *(arms in big circle overhead)*
Shines down on the lake *(bend knees and use flat palms to push downward)*
And causes some water to evaporate *(stand back up again, rolling your shoulders one at a time)*
Evaporated water rises up to the sky *(raise hands with fingers pointed up and wiggling)*
And changes into clouds that we see passing by *(make a big circle with your arms again like you did for the sun)*
Along comes a wind *(blow)*
And blows them around *(sway back and forth - arms are still making a cloud)*
And that is what makes the rain that falls to the ground *(bend knees, fingers pointing up and wiggling as you go lower)*

**What is a Book?**

*by Lora Duneta*

A book is pages, pictures and words
A book is animals, people and birds
A book is stories of queens and kings
Poems and songs- so many things!
Curled in a corner where I can hide
With a book I can journey far and wide
Though it's only paper from end to end
A book is a very special friend

Books To the Ceiling
by Arnold Lobel

Books to the ceiling
Books to the sky
My piles of books are a mile high
How I love them
How I need them
I'll have a long beard by the time I read them

The Storm
By Dorothy Aldis

In my bed all safe and warm
I like to listen to the storm.
The thunder rumbles loud and grand-
The rain goes splash and whisper; and
The lightening is so sharp and bright
It sticks its fingers through the night.

Busy Summer
By Aileen Fisher

Bees
make wax and honey,
Spiders,
webs of silk.
Wasps
make paper houses.

Cows
make cream and milk.
Dandelions
make pollen
for the bees to take.

Wish that I
had something
I knew how to make.

**The Secret Place** – This is a Shared Reading poem poster that came with Good Habits Great Readers materials

It was my secret place—
down at the foot
of my bed—
under the covers.

It was very white.

I went there
with a book, a flashlight,
and the special pencil
that my grandfather gave me.

To read—
and to draw pictures
on all that white.

It was my secret place
for about a week—

Until my mother came
to change the sheets.

~Tomie dePaola

- *Earth Verses and Water Rhymes* by Lewis
- *Tomie de Paola’s Book of Poems* by Tomie de Paola

**INFORMATIONAL TEXTS**

**Informational Books**

- Seymour Simon books on weather
- *Down Comes the Rain* by Franklyn Branley (560L)
- *What Makes the Weather?* By Janet Palazzo
- *Water’s Way* by Lisa Westburg Peters (AD580L)
- *Seasons* (Troll First Start book)
- *What Makes a Raindrop?* by Keith Brandt
- *The Cloud Book* by Tomie de Paola (680L)
- *Water: Up, Down, and All Around* by Natalie Rosinsky
- *Storms* by Ray Broekel (A New Tru Booke)
- *What’s the Weather Like Today?* by Allan Fowler
- *50 Below Zero* by Robert Munch

*Books from Harcourt Science Series:*
- *Weather All Around*
- *Weather and the Seasons*

*Big Books from past ELA adoption:*
- *Our Sun, Our Weather* by Nancy White
- *The Four Seasons* by Melvin Berger

*Social Studies*
- *Mapping Penny’s World* by Loreen Leedy (AD 640L)
- *As the Crow Flies: A First Book of Maps* by Gail Hartman
- *There’s a Map on My Lap* by Tish Rabe

*Biographies*

*Extended Texts*
- Any informational text dealing with weather or maps (read a little at a time)

*Speeches, Letters, Political Cartoons, Postcards, Propaganda Posters* (*This would vary by grade level.)*

**ART, MUSIC, MEDIA**

*Art*

*Music*
- Dr. Jeans music about oceans and continents

*Media*
- Google Earth
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<td>• Oral- sentence stems used with partners in writing workshop</td>
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### ADDITIONAL COMPONENTS

Additional **DAILY** blocks of time needed (20-30 minutes):

- Phonics/Words Their Way
  - Other Phonics Instruction
- Read Aloud (Extended Text)
  - At times embedded in the reading workshop minilesson
  - At times in this separate block
- Handwriting Instruction
Teachers Notes
In order to get the workshop launched, the first week of Reading Workshop includes two short mini lessons and two periods of work time. Students will need a stretch break in between sharing from part 1 of the lesson and the beginning of Part 2.

The first week of school place basket of books for each group (4-6 students) at their tables. Use the end of last year’s DRA2 scores from kindergarten records (if you have access) to find the range of levels you will need in your classroom. You are not worrying about matching books to readers at this point, you just want to include a variety of levels in the table baskets. Also include a good variety of books such as songbooks, fairy tales, ABC books, a few picture books, poetry, and well-illustrated nonfiction. Each basket should have about 25 books. Alternate baskets each day or two so the children have access to a variety of titles. Any one of the baskets can be used for modeling procedures.

Have a designated whole group meeting area. The carpet, a corner, whatever works best for you. It is important for students to have a place to gather, so they are physically close to you and the materials you are using for instruction. You are going to teach, model, and practice how students are to transition from one part of the room to another. Think through the logistics of how you want that to work, and how you need to set up your classroom in order to make it work smoothly.

Materials
- Baskets of books on each table containing at least 4-5 books for each child in the group (These books should represent a range and variety of levels and genres.) Use spring DRA scores to determine the range of levels to put in the baskets. Choose books from your classroom library or book room.
- Chart paper or whiteboard
- The Little Red Hen (other text may be used)
- Markers
- Unit EQ written on chart paper or sentence strips

Opening
- After gathering in the whole group spot, discuss the procedures for how the students are to come to the whole group meeting area. These procedures include, everyone waiting until group was called, pushing in chairs, quietly walking to group and sitting down ready to listen. Tell students that these are the expectations for coming to the group every day. (A chart of this will be made during writing workshop time.) Also explain that you will use the
same signal each time you call students to the whole group area (e.g., a song, sound such as chimes or a hand signal- this signal must be used consistently).

- Introduce the theme, **Taking care of ourselves and others.** Read the EQ- *How does taking care of myself help me care for others as we build our community of readers and writers?* Tell students that one way they will take care of themselves and others as they grow as readers is through reading during reading workshop.
- Show anchor chart of the parts of Reading Workshop:

**Sample anchor chart:**

<table>
<thead>
<tr>
<th>Reading Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-lesson- We learn something that will help us grow as readers.</td>
</tr>
<tr>
<td>Work Time - We read and think about our reading.</td>
</tr>
<tr>
<td>Share Time – We share our thinking about what we read or what we learned as readers.</td>
</tr>
</tbody>
</table>

*If you implement literacy work stations or Daily Five during the work time, add this to the chart.
*You may want to include photos on your Reading Workshop chart – of students sitting in the meeting area, students reading independently, students sharing during the closing, etc. As you discuss each part of the workshop, add to the chart what students will be doing.

As you explain the workshop, you may want to use some of the information below. **Mini-lesson**- shared reading, read aloud, procedures (*We learn something that will help us grow as readers.*) - Explain to students that you will also be introducing them to standards during the mini-lesson. You may want to give a short explanation to let students know the meaning of “standards”.

**Practice Time**- independent reading, small groups, conferences... (*We practice what are learning about reading.*) Point out that you will also be working with students to find out what they know about reading (DRAs, running records, etc.).

**Closing** - reader’s chair, partner share, group share (*We share our thinking about what we read or learned as readers.*)

- Explain to students that they will learn how to take care of themselves and help others in reading workshop (starting today) as they practice each part of the workshop.
- For The read aloud, *The Little Red Hen*, found in the first grade Good Habits, Great Readers collection is a good read aloud to begin with.
After reading the book aloud, briefly discuss how the animals in *The Little Red Hen* all had to work together to make the bread, just as the class will have to work together to take care of themselves and others in their classroom community and to grow as readers.

Tell students that they are going to practice the second part of reading workshop, the work time (read the work time description on the chart).

Before sending students off to read, model how to select a book from a table basket.

Let students know that when they have finished a book, they are to reread it or pick another book from the basket.

Dismiss students, one group at a time, to go to their tables to pick books. Have the students who remain in the group area watch to see how they think each group does with the task. You might ask them to look for how well the group took care of themselves and others when selecting books.

**Work Time**

After all of the students have been dismissed to their tables and have selected a book allow about 2 minutes of reading time. The teacher may move around the room making quick notes about how students are doing.

**Closing**

Transition students to the whole group meeting area one group at a time and look for the transition expectations that were spoken about in the mini lesson. Ask students to bring a book they read with them to group.

Once the students get to the group area, ask them to place their book on the floor in front of them. Encourage students to help take care of others by checking to see if the person beside them has their book on the floor also.

Explain that this time is the share time of Reading Workshop - Read the chart description.

Have students hold up the books they selected today as a quick way to share. (Everyone holds their book up at the same time).

Transition students back to their table groups to put away their books away.

*A stretch break is needed before moving on to part 2 of the lesson.*

**Part 2: Building Reading Stamina**

**Materials**

- Stamina Graph

**Opening**

Transition students back to the whole group meeting area using the procedures you are trying to establish with the class such as a signal or a song.
Explain that in reading workshop we are taking care of ourselves by learning to become strong readers. You might say, “The best way to grow in your reading is to do more and more reading. Just like athletes have to practice their sport lots and lots in order to grow better and better, it is the same with reading. In order to grow as a reader, you have to read more and more. One thing that athletes have to do as they get stronger at their sport is that they have to build their stamina. Stamina means that they stay with something, even though it might be hard and even if their body and brain are getting tired. They keep track of how they are doing, how they are progressing and how their stamina is going. Reading is like this too. This year we are going to be building our reading stamina. We are going to need to be able to stick with our reading and our thinking about our reading, even when it is hard, even when our brains get tired. We are going to stick with our reading, practicing harder and harder for longer periods of time. We will keep track of how we are doing by graphing how many minutes we read quietly each day.”

Show students the Stamina Graph and tell them that each day at the end of reading workshop, they will graph how many minutes they (as a class) were able to read quietly.

Transition groups back to their table to select books to read from their table baskets. Let students know that today they will be expected to read quietly for 3 minutes.

Work Time

- Students are to read quietly at their seat for 3 minutes. The teacher will move around the room observing and recording notes.

Closing

- Transition students to the whole group meeting area using procedures you are trying to establish.
- Discuss how well the class did in reading for 3 minutes, and then model how the graph will be filled in daily. The job of graphing will be turned over to a student the next day.
- Close by suggesting to students that tell their parents they are working on their reading stamina by reading each day! Have students repeat the word Stamina a few times.

Writing Lesson 1: Writing Workshop schedule

Teacher Note
To support your teaching this year, it would be very helpful if you have a writing notebook, a book in which you collect seed thoughts – things you witness and read – that make for something to share in writing. By having your notebook, you will continuously model for the children gathering your story ideas from it and how their
notebook/folder can be a place of little ideas that will grow into longer more detailed pieces.

**Materials**
- Teacher’s notebook with entries to share
- Chart paper, markers
- Single sheet of writing paper for each student
- Writing Workshop Schedule chart (see below)

The Writing Workshop schedule can be made on chart paper ahead of time and includes specific times for each component of the workshop. It is optional to have Silent and Quiet Writing Times or just label it Writing Time.

<table>
<thead>
<tr>
<th>Writing Workshop Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ - ___ Mini Lesson at rug area</td>
</tr>
<tr>
<td>___ - ___ Silent Writing Time at seats *</td>
</tr>
<tr>
<td>___ - ___ Quiet Writing Time and Conferring</td>
</tr>
<tr>
<td>___ - ___ Closing</td>
</tr>
</tbody>
</table>

**Opening**
- Transition students to the whole group meeting area using the procedures you are trying to establish.
- Tell a personal story and talk about how stories are fun to share with others.
- Discuss how important it has been in the past to write down the stories and their details so as not to forget them.
- Introduce your notebook and show how you have recorded your stories, things you have taken notice of (called noticings) and found interesting.
- Tell students that each day they will think about and write their own stories during Writing Workshop.
- Explain the structure and each component of the Writing Workshop Schedule chart. (See above.)
- Explain the terms and expectation of your minilesson, writing time and closing.
- Referring back to the personal story you told to explain your writing process. (See chart below.)
- Show and display your writing chart, including graphics for non-readers.

**Steps for Writing**

1. THINK
   What will I write about?
2. DATE your paper
3. DRAW the picture
4. Write the WORDS
5. READ your writing

Draw a face with a light bulb overhead
Sketch a piece of note book paper with the date listed
Sketch your picture on a piece of notebook paper
Sketch the paper with lines and fill in a sentence or two of your story
Draw eyes looking at the drafted work
• Model thoroughly and with great detail each step you took (close your eyes to think, etc.).
• As you write your story on chart paper, refer to the *Steps for Writing* chart.
• Ask students to think of a story by closing their eyes to think, etc.
• Brainstorm some suggestions, if necessary. Allow them to share that story with a partner.
• Review your procedure for sending students off to write (material expectations, gathering materials, etc.).

**Work Time**

• Send students off to their desks to write/draw their ideas on paper.
• Help individual students start, and check on the progress of each student, making encouraging comments, such as: “You’re working hard as a writer. Writers work hard!”
• Make anecdotal notes in your conference binder of the different types of writing topics.
• You may wish to keep these pieces as your baseline for each student.

**Closing**

• Using a predetermined signal, gather students back together at the carpet, bringing their writing with them.
• Students sit in a circle at the rug.
• Review ‘Writing Workshop schedule’ and the success the children had as a group during each component.
• Allow children to share what they chose to write about that day, using a digital document camera, if possible.
• Compliment and encourage and allow your students to share in the celebration of their classmates work.
• Emphasize that they will always be able to pick their own topic.

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**Reading Lesson 2:  Part 1- What Do Readers Do?**
**Part 2- Read Aloud Routines**

**Materials**
- Chart of Reading Workshop from last lesson
- Reading Stamina Graph
- Anchor chart -*What Do Good Readers Do Chart*- with only title written in
- Read aloud text of your choice
Baskets of books- one for each table

Opening- Part I

- After transitioning students to the whole group meeting area using the procedures you are trying to establish with the class, ask students how they thought they did coming to group. (This is a quick reminder of the procedures for coming to the meeting area.)
- Ask students what they believe it takes to be good at something. After students share responses ask them what they think readers do. List the suggestions on chart paper. *This chart may be added to after many of the mini lessons in this unit.*

**Sample anchor chart:**

<table>
<thead>
<tr>
<th>What Do Readers Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read a lot</td>
</tr>
<tr>
<td>- Read everyday</td>
</tr>
<tr>
<td>- Talk about what they read</td>
</tr>
<tr>
<td>- Read to learn new things</td>
</tr>
<tr>
<td>- Ask questions</td>
</tr>
<tr>
<td>- Write about what they read</td>
</tr>
<tr>
<td>- Take care of books they read</td>
</tr>
<tr>
<td>- Look at the pictures and read the words</td>
</tr>
<tr>
<td>- Use comprehension strategies to understand what they read.</td>
</tr>
</tbody>
</table>

- Prompt students as needed to help them create this list. The list will reflect your students’ ideas about what it means to be a strong reader.
- Ask student to think about what they do as readers as they read from their books during independent reading time today.
- Dismiss students to read from book baskets at their tables using the procedure you are trying to establish such as a song, signal or sound (chimes, etc.)

**Work Time**

- The children will read from a basket of books at their tables, which contain different levels and different genres, for approximately five minutes while the
teacher circulates conferencing, accessing strengths and needs, and noting reading habits. During this time you will want to look for two or three students to share during at the end of reading time (in the Reader’s Chair) some ways they practiced what strong readers do as they read today.

**Closing**

- Transition students to the whole group meeting area using procedures you have been practicing and are trying to establish.
- Ask students sit in a circle today so they can all see each other. You may need to practice how to form a circle quickly. **Practice as much as necessary to establish the procedure.**
- Ask a student to record on the Stamina Graph how long the class read quietly today.
- Students who were selected to share in the Reader’s Chair will share ways they practiced what *good readers do* during the work time.
- Refer back to the anchor chart that was begun during the mini lesson. Add to the chart as students give other ideas of what good readers do.

*A stretch break is needed before moving on to part 2 of the lesson.*

**Part 2: Read Aloud Routines**

**Materials**

- Any read aloud from the resource list or your own collection. You may want to read a book you know you will need to come back to for another lesson.
- Chart paper and markers
- *What Good Readers Do* - anchor chart from part 1

**Opening**

- Gather student to the whole group meeting area using the transition you are practicing such as a song, or part or a song or a signal. It is essential that the routine be practiced as much as necessary to establish the procedure.
- Explain that part of reading is listening to books being read. You might say, “*When we listen to books read aloud we learn about stories, we learn new information, we learn words, we learn about authors and illustrators. Most importantly, we learn that reading is wonderful. It makes us laugh and think and remember and wish and dream.*”
- Let your students know they can expect many read alouds across the day.
- Tell students that you want them to enjoy the time they have together reading books, but in order to do that there need to be procedures.
- Ask students to think about what read aloud will look like and sound like. Remind them that if everyone is going to enjoy read aloud, they will need to think carefully about their behavior.
- On chart paper, make a T chart and brainstorm what read aloud should look like.
like and sound like. Create an anchor chart WITH THE STUDENTS such as the sample chart below:

**Sample anchor chart:**

<table>
<thead>
<tr>
<th><strong>Read Aloud</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Looks Like</strong></td>
</tr>
<tr>
<td>• Sitting quietly</td>
</tr>
<tr>
<td>• Looking at the reader</td>
</tr>
<tr>
<td>• Listening to the reader</td>
</tr>
<tr>
<td>• Legs crossed in own space</td>
</tr>
<tr>
<td>• Listening</td>
</tr>
<tr>
<td>• Thinking about the story</td>
</tr>
<tr>
<td><strong>Sounds Like</strong></td>
</tr>
<tr>
<td>Teacher reading aloud</td>
</tr>
<tr>
<td>Students quiet</td>
</tr>
<tr>
<td>Conversation happening sometimes</td>
</tr>
<tr>
<td>Asking questions</td>
</tr>
</tbody>
</table>

- Read the selected text aloud to the students. This read aloud could be part of the extended text or text you plan to use for future mini lessons.
- After reading, review the chart and ask students to reflect on their behavior during read aloud.
- As you read over each bullet on the anchor chart, ask students to think about how the class did during the read aloud. You might say, "As I read each expectation on our list, think about how the class did during read aloud. If you think the class did well put your thumb up in the air like this.. If you think the class needs to continue to work on the expectation, put your thumb sideways like this...“Avoid using a thumb down signal; it can give negative reinforcement!
- Close by asking the class why they think it is important to be a good listener during read aloud. Let students know they will be practicing the expectations each time a book is read aloud.

**There will be no work time or share time with this part of the lesson**

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### Writing Lesson 2: We Care for Ourselves and Others by being Respectful

**Materials**

- Chart paper, entitled ‘Agreed Upon Rules for Gathering Together’
- Yesterday’s ‘Steps for Writing’ chart
- Words of standard CCGPS1SL1 and CCGPS1SL1a written out – on white board, chart paper, or standards board

**CCGPS1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

- Seed idea in which to write
- Single sheet of writing paper for each student
- Sticky notes (to unpack standards)

**Opening**

- Transition students to the whole group meeting area using the procedure you wish to establish.
- Review the structure and each component of the Writing Workshop schedule chart.
- Review the theme of the unit: We Care for Ourselves and Each Other. Discuss the big idea of how “We care for ourselves” in your classroom and why we need to behave respectfully (This was introduced in Reading Workshop.)
- Explain that in order for everyone to get what they need during Writing Workshop, there have to be some rules.
- Remind students of the ideas shared during Reading Workshop when read aloud- looks like and sounds like was discussed.
- Begin charting the expected behaviors for gathering in the whole group meeting area that were discussed in reader’s workshop (the mini lesson on read alouds). This chart can be added to during closing.

<table>
<thead>
<tr>
<th>Agreed Upon Rules for Gathering Together</th>
</tr>
</thead>
<tbody>
<tr>
<td>- We come quietly to the carpet.</td>
</tr>
<tr>
<td>- We sit on our spot.</td>
</tr>
<tr>
<td>- We sit with our legs crossed.</td>
</tr>
<tr>
<td>- We keep our eyes on the speaker.</td>
</tr>
<tr>
<td>- We keep our hands to ourselves in our lap.</td>
</tr>
<tr>
<td>- We raise our hand when we want to speak.</td>
</tr>
</tbody>
</table>

- Remind the students of the sharing they did yesterday and how that got you thinking about one of the standards the children will practice all year long.
- Unpack standard **CCGPS1SL1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Circle the verbs, underlining the nouns, and discussing their meaning.
- Write synonyms for the key words in the standard on sticky notes and post them on the standards board. You may want to add hand movements as you unpack this standard.
- Suggest to the children that in order to do this well all year, you all have to come up with some agreed upon rules for discussions with partners.
- Begin to chart the suggested expectations for partner sharing. Add to the chart when and if needed (in reading or writing) throughout the unit. (Suggestions listed below.)
Point out yesterday’s anchor chart on the writing process. Share a different story. (You will collect these over time to help you decide on which piece to publish in your next unit of study.)

- Model thoroughly and with great detail each step you take.
- As you write your story on chart paper, refer to the “Steps for Writing” chart.
- Ask students to think about writing a story.
- Remind the students’ about turn and talk – knee to knee and eye to eye – and allow children to share their stories orally with a partner following procedures just recorded on the anchor chart.
- Review AND practice your procedure for sending students off to write.

**Work Time**

- Send students off to their desks to write/draw their ideas on paper.
- Help individual students start, and check on the progress of each student, making encouraging comments, such as: “You’re working hard as a writer. Writers work hard!”
- Make anecdotal notes in your conference binder of the different types of writing topics.
- You may wish to keep this piece as your baseline for the beginning of the school year for any new student.

**Closing**

- Using the procedures you are trying establish, gather students back together at the carpet, bringing their writing with them.
- Ask students to sit in a circle at the rug.
- Review ‘Writing Workshop Schedule’ and the success the children had as a group during each component.
- Allow children to share what they chose to write about that day.
Peer Partner Expectations:
1. Sit elbow-to-elbow and knee-to-knee
2. Remember what good listeners look like (Eyes on speaker and sit still)
3. Take turns talking about the topic
4. Listen and try to comment or ask questions about what your partner says
Reading Lesson 3: Part 1 Readers Take Care of Books
Part 2-Finding Your Reading Spot

Materials
- Optional - The read aloud, *The Librarian of Basra* by Jeanette Winter
- Basket of books in which the books have been carelessly placed
- Turn and Talk poster

Opening
- Transition students to the whole group meeting area using the procedure you are working to establish.
- Using one of the baskets of books from a table, ask the students what they notice about the way the books in the basket look. *Hopefully students will notice that the books are put in the basket in all different directions and some are even bent.* Discuss with students that books are special and readers need to take care of them so other readers can read them. Link to the theme- one way readers take care of themselves and each other in reading workshop is to put books away carefully so they will last. Tell students that today they are going to learn how to take care of books.
- Model for students how you carefully take books out of a basket and place them in a pile. Model how carefully you turn the pages and do not fold the book. Also, demonstrate how to take books from the basket and put books
back in without shoving them or grabbing them.

- After the demonstration, ask students what they noticed about how you cared for the books. You may need to point out how you made sure the books were put back carefully with the cover showing.

- Ask students to watch you put books away again, but this time offer a bad example by tossing the book into the basket carelessly. Ask students to put a thumb up if they noticed a problem, then turn to the person next to them and tell what the problem is and how it can be fixed.

- Allow children to share their ideas with class.

- Give a few books out and ask the students with a book to come up and show how to put their book up carefully.

- Ask class to give each student feedback as to what he/she did correctly.

- Close the mini lesson by saying, “If we take care of our classroom books, we will continue to have more and more books in our library. This will give us more books to choose from and enjoy. You can take care of yourself as a reader by making sure you take care of the books you read.”

- Tell the class that today during independent reading, you would like them to think about how they are handling books and putting them back in the book baskets. Set the expectation that when the class meets for group share, you will want to hear about some of the ways they are taking care of books.

- Remind students about the Stamina Graph by looking at the goal for the day.

**Work Time**

- The children will read from a basket of books at their tables, which contain different levels and different genres, for approximately five minutes while the teacher circulates conferencing, accessing strengths and needs, and noting reading habits.

**Closing**

- Call all readers to the whole group meeting area by tables today, observing how the groups put up their books. Compliment students using specific examples of how students put books up carefully.

- Tell students that one way Readers share in Share Time is to Turn and Talk to a partner. You might say,

  "We talked about having discussions with partners yesterday in Writing Workshop. We even made a chart about it. I want to show you another chart that will help you remember what you are to do when you are talking with a partner in reading or in writing."
You might say, "When you are asked to "turn and talk," you will be asked to discuss something which we have just been thinking about together as part of our lesson. When you turn and talk, you will be talking to your partner about whatever I have asked you to talk about together. It is important that you talk about the topic I ask you to discuss, and not to talk about other things, like what you had for dinner last night (or some other silly example). When you turn and talk, it is also important that you use your best manners for talking to someone else. You should face the person you are talking to, and you and your partner should look at each other as you pay attention to what you are saying to each other. When you turn and talk you should take turns with your partner as you talk, without interrupting each other. When you turn and talk you should use a quiet voice, since you are sitting right next to the person you are talking to, and you don’t want to disturb other kids who are talking to their partners. Finally, when turn and talk is finished and you are asked to stop talking so that you can go back to listening to the lesson, you should do so right away so that we can all go on with our learning.”

- Model turning and talking with a student. You could talk about how you took care of the books you read today
- Talk with the class about how you and your partner followed some rules for that discussion. Go over each point on the Turn and Talk poster.
- Have students practice this routine with a partner while discussing how to take care of books.
  Review the stamina graph and have a student graph the minutes read today.

Part 2- Finding Your Reading Spot

Materials
- Sketched map of classroom
- Sticky notes – one sticky note for each student with name written on it
- Read aloud for the day

Opening
Transition students to the whole group meeting area using the procedure you have begun to establish.

Tell students that they have been doing a great job reading at their tables during independent reading. You might say, “Readers, you have been reading so well at your tables during independent reading! Sometimes readers like to choose their own reading spot, a special place to read. Today you will get a chance to pick your own reading spot.”

Introduce a read aloud that connects to this lesson such as, The perfect Spot or the Best Place to Read (see list of text at the beginning of this unit or use a favorite text).

After the read aloud, ask students to look around and think about good spots for readers to read in the classroom.

Display a sketched map of the classroom (or use one you completed during social studies).

Draw stars on the classroom map (in pencil) to indicate good reading spots as the students come up with them.

Give each student a sticky with his or her name written on it and allow them to place a sticky on the map to show their own reading spot.

Tell students they may try a new reading spot tomorrow if they wish.

Review expectations for quietly getting books out of basket and quickly getting to their reading spot.

**Work Time**

- Dismiss a students a few at a time to go to their tables, select a few books from the book basket and find their reading spots.
- This routine will need to be practiced until students can quietly go to their reading spots and begin reading.
- Teacher confers with students and takes antidotal notes. During this time select a few students to share in the Reader’s Chair what they read in their reading spot today.

**Closing**

- Transition students to the whole group meeting area using the procedure you are working to establish.
- Students selected to share in the Reader’s Chair will share the books they read in their special reading spot today.
- Review What Good Readers Do anchor chart and add - good readers read in their special spots.
- Have a student fill in the Stamina Graph for the day.

**Writing Lesson 3: Carrying On Independently as Writers**

**Materials**
- Chart entitled “When I’m Done”; include a picture with each item to help
children understand it – This chart can be made prior to the lesson.

- Child’s writing piece from lesson 1 or 2 – who both drew and wrote about an experience
- Your previous stories in lesson 1 and 2
- Children’s writing folders ready for distribution
- Sticky notes (to unpack standards)

**Opening**

- Remind children that today and every day the writing workshop will begin with a minilesson. Remind them of what happens in a minilesson.
- Review standard CCGPS1SL1 and tell the children that it is time to look at another part of the standard-
- Read and unpack **CCGPS1SL1a. Follow agreed-upon rules for discussions.** Unpack this standard as you will all of them by circling the verbs, underlining the nouns, and discussing their meaning. By writing synonyms for the key words in the standard on sticky notes and post them on the standards board. Another option is to write only the parts of the standard that will be introduced today. Hand motions are also helpful.
- Tells students that they have already followed agreed upon rules for partner sharing as well in reading and writing!
- Reenact the process of writing yesterday’s story, showing children that when you are done, you decide to add on to the writing, to the picture, or to a new story.
- Name what you’ve done that you hope your children will do now and always: Add to the picture, add to the words, or start new writing.
- Display your “When I’m Done” chart

<table>
<thead>
<tr>
<th>When I’m Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Add to the picture</td>
</tr>
<tr>
<td>2. Add to the Words</td>
</tr>
<tr>
<td>3. Start a new piece</td>
</tr>
</tbody>
</table>

- Ask your students to imagine finishing, and then pulling back to their writing to add on or start new writing.
- Explicitly model looking back at one of your pieces this week to add a picture
and/or words and then starting a new piece.

- Explain your procedures on getting more paper during the work period.
- Teach your students that the minilesson applies to their independent writing work. Remind them what to do when they are “finished” writing.
- Send the students off to write with directions of how you want children to gather their writing notebook. Think about the distribution of writing notebooks:
  - Do you want a table captain to place on the desks prior to the minilesson?
  - Would you prefer the notebooks sit in a bucket near/on their table and the children get them when they sit at their desks?

**Work Time**

- Send students off to their desks to write/draw their ideas in their notebook.
- Help individual students start, and check on the progress of each student, making encouraging comments, such as: “You’re working hard as a writer. Writers work hard!”
- Make anecdotal notes in your conference binder of the different types of writing topics.
- You may wish to keep this piece as your baseline for the beginning of the school year, for any new student.

**Closing**

- Using a predetermined signal, gather students back together at the carpet, bringing their writing with them.
- Students sit in a circle at the rug.
- Sum up what they children have learned so far by celebrating what they have done today.
- Tell them that you’d like to model one more behavior to add to the chart that was begun in lesson 2: Offer feedback when your partner shares.
- Model holding the paper incorrectly at first (so that you are covering your mouth when you read).
- Model correctly holding your paper so that your readers can hear you.
- Suggest some ideas that could be said to you to further your writing.
- Allow a few children to share their writing piece to the class and, as a class, compliment and help further your student writers, i.e., add to the picture or add a detailed word.

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**Reading Lesson 4:**  
**Part 1- Routines for Shared Reading**  
**Part 2- Three Ways to Read a Book – 1. Read and talk about the pictures**

**Teacher Notes**
The difference in shared reading and read aloud is that students all have visual access to the text in Shared Reading, such as with a big book, charted poem or lifted text. This lesson teaches the procedures of how to go about shared reading as it will occur at times during reading workshop. Though the following standard has not been unpacked with students, keep it in mind as it is what you are trying to accomplish through shared reading, **ELACC1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.**

Materials

- Big book such as Crabby Cat’s Shopping or any of the big books from Good Habits, Great Readers (this is a good opportunity to introduce a big book you wish to place in a literacy station at a later time- or use or another lesson)
- Pointer of some kind
- Chart paper
- Markers

Opening

- Transition students to the whole group meeting area using procedures you have been practicing and are trying to establish.
- Explain to students that one of the ways we learn to read is by reading together. You might say, "By sharing our reading we learn to read new words and stories and we can help each other become better readers."
- Tell students that shared reading has several steps. As you discuss the steps, write each component of the lesson on a piece of chart paper titled **Shared Reading.** Write the lesson components on the chart and leave space between components to be filled in later.
- Write **Finding out About the Book** on the chart paper and explain that first we will look at the book and get an idea of what it might be about. "Sometimes I will tell you about the book and sometimes we will look at it together. Your job will be to look at the book carefully and see if you can find clues to what the book is about."
- Write **Reading the Book** next on the chart. Explain to students that if the book is a book that they have not seen before, you will read the book to the class and point to the words so everyone can see them. Tell students it is their job to follow the words with their eyes and try to read the words with you. Let them know that after that, the class will all read the book together.
- Next write **Discussing the Book** on the chart. Explain to students, that when we finish reading the book, we will talk about the book. You might say, "Sometimes we will talk about the story and sometimes we will talk about what we did so we could read the story. We might talk about how to figure out hard words or what we did so we could understand the story better or how we can make our reading sound better. Your job will be to share your
ideas about the story and listen carefully as others share their ideas. Sometimes your job will be to listen to me or to other students tell how they figured out how to read.”

- Write **Revisiting the Book** on the chart and explain this process, “After we talk about the book, sometimes we will read the book again, or talk about it. Your job will be to think carefully about the book so you will be able to read and talk about the book with others.”
- Read the book as a shared reading following the steps you have written on the chart. You may read it a couple of times.
- Return to the chart and ask students to remember what their job was in each step. You could write their responses on the chart under each step.
- Have students turn to a partner following the Turn and Talk procedures and tell the partner what their job is in any of the steps of shared reading.
- Review reading spots for independent reading from the last lesson by referring to the map of the classroom you created for reading spots in lesson 3. This chart should still have sticky notes with student names indicating their reading spots from yesterday. Allow students to try another spot today if they wish. Move sticky notes around as needed.

**Work Time**

- Dismiss students a few at a time to go to their tables, select a few books from the book basket and find their reading spots. This routine will need to be practiced until students can quietly go to their reading spots and begin reading.
- Teacher circulates conferencing, accessing strengths and needs, and noting reading habits. Today during closing students decide on their very best reading spot - so you do not need to select anyone for the Reader’s Chair during this work time.

**Closing**

- Gather students at the whole group meeting area using the procedure the class has been practicing.
- On the class map, have students place the sticky note with their name on it by the reading spot they wish to keep. This will be their very best reading spot.

**A stretch break is needed before moving on to part 2 of the lesson.**

**Part 2: (Three Ways to Read a Book) Strong Readers Read the Pictures and the Words**

**Teacher Notes**
Today the lesson will focus on reading the pictures and the words. The next lesson will include the third way, retell a previously read book.

**Materials**
- Chart – Three Ways to Read a Book
- *Crabby Cat’s Shopping* (Big book from Good Habits Great Reader materials) or Emergent reader – one with fewer words and pictures that carry most of the story’s meaning) used with a document camera

**Opening**
- Transition students to the whole group meeting area using procedures you have been practicing and are trying to establish.
- Tell students that today they are going to learn two ways to read a book.
- Ask students if they know what those ways are.
- Explain that students are going to be detectives today and notice what it looks like and sounds like when we read a book two different ways.
- Use the picture book selected to read the pictures by talking or commenting about each picture in the book. (You will tell the story, modeling the same metacognitive process to think about your reading and comprehension as you do when you read the words.)
- After modeling reading the pictures, you might say, "Reading the pictures is only one way of reading a story. What did you notice me doing?" (Some common responses may involve looking at pictures, talking about the pictures, thinking, etc.)
- Praise students for being great detectives. Ask students to be detectives again to see if they can tell what is the same and different after you **read the words** of the story aloud.
- Read the same story using the text, again modeling the metacognitive process of thinking aloud about your reading and comprehension.
- After reading the text you might say, "This was a second way to read a book- reading the words. Okay, detectives, what did you notice? (Some common responses may include looking at the words and the pictures, reading the words, talking, thinking, etc.)
- Refer to the chart that was premade or that you created as you modeled, and tell students that whether they read the pictures, words or both together, they should be thinking and making meaning!
- Tell students they will use these ways to read a book whenever they read-like today in independent reading!

**Work Session**
- Dismiss students a few at a time to go to their tables, select a few books from the book basket and find their reading spots. This routine will need to be practiced until students can quietly go to their reading spots and begin reading.
Teacher circulates conferencing, accessing strengths and needs, and noting reading habits. During this time you will want to look for two or three students to share during in the reader’s Chair today.

Closing

- Transition students at the whole group meeting area using the procedure the class has been practicing.
- Students who were selected to share in the Reader’s Chair will share a book they read and tell if they used the pictures, the words or both to help them read.
- Review by telling students that you saw many others today reading books using the pictures and the words, and that is what strong readers do!
- Have a student add to the Stamina Graph.

Writing Lesson 4: By Taking Care of our Materials, We Take Care of Ourselves

Teacher Notes
Things to consider:
- IF you’re interested in setting up writer’s notebooks/folder/binder, today would be a part of that discussion. There is no wrong way to set them up. There are as many variations as there are schools. Finding a notebook that works with your style is most important. Some things you may want to
consider are
  o Date every entry
  o Use only the front (and not the back) of the paper
  o Skip lines when writing (if using composition or wide ruled paper)
  o Do not erase, draw a single line through
  o Make a picture to match the writing
  o Reread notebook entries

Materials
  ▪ Think about having
    o a toolbox for each table, each containing cans of pencils and boxes of markers, plus a date stamp;
    o a box on each table containing kids’ folders, color coded with stickers (yellow sticker on the table that belongs in the yellow table’s box, and so on)
    o tray of new paper for each table
  ▪ Writing folders, one for each student
  ▪ Teacher anecdotal record keeping binder
  ▪ Chart paper, markers (for today’s closing)

Opening

  • Transition class to the whole group meeting area using procedures you are trying to establish.
  • Remind the students of their WW responsibilities (point all the expected behavior charts) and that writers write what matters to them.
  • Tell the children that writers not only write on topics they care about, but writers also have special writing tools.
    “Today I want to teach you how to get and why we should take care of the supplies you need to write.”
    • Teach the students how your supply system will work.
    • Demonstrate how the tools should be used, and have the children try a practice run.
    • Tell the students this will be the daily system for using supplies in writing workshop and explain why you need to care for our supplies.

Work Time

  • Send the students off to their desks to write/draw their ideas in their notebook.

After about three minutes of “reading the room,” begin conferencing with students. Tell them to try to getting started without you. Explain that getting started without you is a grown up, “writerly” thing to do, and then watch. “I’m watching and admiring the way this group of writers uses it writing tools. Oh! Look. Fill in name capped his markers!”

Pay attention to children’s drawing and notice at least one more aspect of how each child works. Note these in your teacher anecdotal records binder.
• If there is a problem that is interfering with a productive writing workshop time, name it (i.e., noise level too disruptive).
• Explain how it is interfering with the important work that needs to get done.
• Point out how things feel and sound when things are going well.

Closing

• Using a predetermined signal, gather students back together at the carpet.
• Go over the writing workshop routine with students.
• Ask the students to talk with a partner about five things they should always do in writing workshop.
• Point out the ideas shared on the “Gathering on the Carpet” chart, if the ideas are suggested.
• Add to that existing chart or start a new one.

<table>
<thead>
<tr>
<th>Writing Workshop Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Every day we put our supplies on our work place.</td>
</tr>
<tr>
<td>• Every day we bring folders to our table.</td>
</tr>
<tr>
<td>• Every day we use the date stamp to date our papers.</td>
</tr>
<tr>
<td>• Every day we take care of our markers. (By snapping them closed)</td>
</tr>
<tr>
<td>• Every day we write the whole time.</td>
</tr>
</tbody>
</table>


Part 2- Independent Reading Expectations

Teacher Notes
This lesson is a continuation of lesson 4- part 2- Retelling is briefly introduced in this lesson.

Materials
• Standard written on chart paper- **ELACC1RL2 Retells stories** (this is not the entire standard, only the piece that will be addressed in this lesson.
• Anchor chart from lesson 4 part 2- Three Ways to Read a Book
• Same read aloud used to model lesson 4 part 2
• Marker
• Stamina Graph (used daily)

Opening

• Transition students to the whole group meeting area using procedures you have been practicing and are trying to establish.
• Begin by reviewing the previous day’s learning (lesson 4 part 2) You might say, “Please put a thumb in the air if you remember two ways to read a book that we learned about yesterday.”
• Introduce standard ELACC1RL2 Retells stories (this is only the first part of the standard, but it is all that will be discussed in this short lesson.
• Discuss briefly what it means to retell a story- “When you retell a story, you think about what happened in the story in the order of how it happened.”
• Display the anchor chart used from the last lesson- Three Ways to Read a Book. Tell students that today they are going to learn one last way to read a book. retelling a book I read before (point to this way on the anchor chart).
• Using the book that was used in lesson 4 part 2, explain to students, “This is the book I read to you yesterday. Because I read the words and the pictures it is still fresh in my mind, so watch closely as I show you what it looks like when you retell.”
• Go through the book page by page, retelling the book with detail. When you are finished ask the students if they noticed that you used the pictures and what I remembered from reading the words to retell the story.
• Tell students that when they read today (and any day) they may choose to read the words or the pictures or retell a book they have already read. Remind students that they are building their reading stamina during independent reading!

Work Time

• Dismiss a students a few at a time to go to their tables, select a few books from the book basket and find their reading spots.
• Teacher circulates conferencing, accessing strengths and needs, and noting reading habits. During this time you will want to look for two or three students to share in the Reader’s Chair today.

Closing

• Transition students to the whole group meeting area using the procedure the class has been practicing.
• Students who were selected to share in the Reader’s Chair will share a book they read and tell which of the three ways they used to read the book.
• Review by telling students that you saw many others today reading books using the pictures reading the words, and retelling the book they read before - and that is what strong readers do!
• Have a student add to the Stamina Graph.
A stretch break is needed before moving on to part 2 of the lesson.

Part 2: Reading Workshop Expectations (specifically independent reading expectations)

Teacher Notes
The expectations in this lesson will be used at the end of the unit to create the checklist used as part of the performance assessment. It would be beneficial if you have already read aloud the read aloud you will use for today.

Materials
- Chart paper
- Markers
- Read Aloud such as Lilly’s Plastic Purple Purse by Keven Henkes or The Day Jimmy’s Boa Ate the Wash by Trinka Hakes Noble (These books tie in with the fact that you need expectations and order and show what happens when there is none.)

Opening
- Transition students to the whole group meeting area using procedures you have been practicing and are trying to establish.
- Quickly review the anchor chart of structure of Reading Workshop- (used on the first day). Tell students that one of the reasons they have been doing such a great job with Reading Workshop is because they knew what to expect- what they were going to do. You might say, “You knew the parts of Reading Workshop and what you were supposed to do in each part because we discussed them. You expected to come to the carpet to learn about reading in the mini lesson. Today we are going to think about what expectations should be when we are reading independently. We are going to think about what independent reading should look like and sound like.”
- Introduce the anchor chart,( blank except for the headings).
- Ask students to think about what someone such as the principal would/should see if he/she came in during independent reading as well as what it should sound like.
- With the students, create a chart such as the SAMPLE chart below:
What are our classroom expectations during Reading Workshop?

- Tell students that today during independent reading they are going to pick one *looks like* expectation and one *sounds like* expectation and work on it. This is one way they can take care of themselves and others! Guide the students to select the expectations to work on such as *students reading at their reading spots*” and *Students reading with their whisper reading voices*. Highlight in some way the expectations to be worked on. Students will self-reflect on how they with the expectation during the closing of the workshop.

### Independent Reading

<table>
<thead>
<tr>
<th>Look likes:</th>
<th>Sounds like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students going right to their spots</td>
<td>Students reading with whisper reading voices</td>
</tr>
<tr>
<td>- Students reading books</td>
<td>- Students talking quietly about their books (at</td>
</tr>
<tr>
<td>- Students reading at their reading</td>
<td>appropriate times)</td>
</tr>
<tr>
<td>spot (not wondering around the</td>
<td>- Student and teacher reading and talking</td>
</tr>
<tr>
<td>room)</td>
<td>together quietly.</td>
</tr>
<tr>
<td>- Students thinking about what they</td>
<td></td>
</tr>
<tr>
<td>are reading</td>
<td></td>
</tr>
<tr>
<td>- Students not disturbing others</td>
<td></td>
</tr>
<tr>
<td>- Students taking care of books</td>
<td></td>
</tr>
<tr>
<td>- Students reading with whisper</td>
<td></td>
</tr>
<tr>
<td>reading voices</td>
<td></td>
</tr>
</tbody>
</table>

### Work Time

- Dismiss a students a few at a time to go to their tables, select a few books from the book basket, and get to their reading spots.
- Teacher circulates conferencing, accessing strengths and needs, and noting reading habits.

### Closing

- Transition students to the whole group meeting area using the procedure the class has been practicing.
- Have students individually self-reflect on how they did with the two expectations they were to work on.
- Ask the students to think and then to put a thumb up in the air if they think they (individually) did a good job meeting the expectation or a thumb sideways in the air if they (individually) think they still need to work on the targeted expectations. Avoid using a thumb down signal; it can give negative reinforcement!
- Tell students that they will continue to work and reflect on these expectations daily during workshop.
Great readers REREAD books.

What Good Independent Readers Look Like:

- Sitting or lying down in reading spots
- Reading QUITELY from browsing books
- Eyes on books - CONCENTRATING
Writing Lesson 5: Writing Like the Authors We Love

Materials
- Computer with LCD, or a picture book illustrating a detailed enough picture that indicates a story
- Chart paper, markers
- Standard written on chart paper- or something large enough for all to see
  ***Depending upon the level of your class, you may wish to only introduce these parts of the bolded parts of the standard: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened (You could have the entire standard written out, but highlight the parts you are going to introduce today.)
- Sticky notes (to unpack standards)

Opening
- Transition students to the whole group meeting area using the procedures you are trying to establish.
- Remind students of the ways they have rehearsed their writing before they’ve written, i.e., close their eyes and think of an idea, etc.
- Point out your standard board/white board that contain the writing standard, ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ***Depending upon the level of your class, you may wish to only introduce these parts of the bolded parts of the standard: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened (You could have the entire standard written out, but highlight the parts you are going to introduce today.)
- Unpack the standard, focusing only on the bolded text at this time. As always, unpacking can be done by circling the verbs, underlining the nouns, and discussing their meaning; by writing synonyms for the key words in the standard on sticky notes and post them on the standards board.
- Demonstrate this concept by telling a story about an event the class experienced. Draw the details you envision.
- Have the students join in to help you add parts of the story to the illustration.
- Tell students to think first about what the parts of the story they want to add to the illustrations.
- Have them turn to their writing friend near them to discuss ideas.
- Listen in to the partnering conversations. Share the ones you want to add that make the writing piece move forward. (At this time you are modeling what you will want your students to do during the closing session the entire school year – taking constructive criticism with the assistance it’s meant – to help you move your piece forward.)
- Add the details suggested.
Ask the children to study an illustration that contains enough details to tell a story in itself. Any picture book of your choice would do, or you could use the link for *My Little Island* by Frane Lessac at http://www.amazon.com/Little-Island-Reading-Rainbow-1987/dp/0064431460/ref=sr_1_1?s=books&ie=UTF8&qid=1337349506&sr=1-1#reader_0064431460

Discuss the picture book you chose and how your writers can emulate the work of published authors, by adding the details of their stories.

Review your procedure for sending students off to write (material expectations – i.e., cans of pencils, boxes of markers, the date stamp, and their writing folders.)

Remind students to get a picture in their mind before they write, and then to add details they envision to their drawings.

**Work Time**

- Send the students off to their desks to write/draw their ideas in their notebook.
- Pay attention to children’s drawing and notice at least one more aspect of how each child works. Note these in your teacher anecdotal records binder.
- If there is a problem that is interfering with a productive writing workshop time, name it (i.e., noise level too disruptive).
- Explain how it is interfering with the important work that needs to get done.
- Point out how things feel and sound when things are going well.

**Closing**

- Using a predetermined signal, gather students back together at the carpet.
- Review the writing workshop routine with students, specifically how the workshop looks and sounds.
- Add any new ideas to your “Writing Workshop Behavior” chart, in this lesson and whenever the need arises in this unit.

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**Reading Lesson 6: Introducing Independent Reading Bags**

**Teacher Notes**

Students must have just right books in their independent reading bags. In this lesson, the teacher has placed just right books in the book bags or bins for students. Many teachers feel that at the beginning of the year, they need to choose most of the just right books to ensure students are reading where they need to be for that time of the instructional day. They use the books that students select to be read at other times or in addition to teacher selected books.

**Materials**

- Individual plastic gallon bags or some type of book box or bin for each
The student’s name should be written on the bag. There should be approximately 10 books per student on or below his/her independent reading level. There should be a mixture of fiction and informational text. For students reading at level A (or below) include level A and easy level B books.

**Opening**

- Transition students to the whole group meeting area using the established procedure.
- Tell students that today is a special day in Reading Workshop because today they will receive something that will help them build their reading stamina! Explain that each student will get his or her own bag of books to read during independent reading. Let students know that they are books just for them.
- Show a sample bag of books and how to open the bag, place the books in face up, and close the bag. Discuss with the students that their bag contains their books, and they must be careful not to get any mixed up or to trade with a friend.
- Let students know if they finish reading the books in their bag (that should not happen in one day) they are to reread the books once again.
- **Explain and model** the procedures for retrieving and putting away reading bags each day. (There could be a central place in the room such as a self or buckets at the individual tables, but keeping the bags in a desk or cubby is not recommended.) These procedures must be practiced carefully for a few days - repeating when necessary until they are established.

**Work Time**

- Students get their independent reading bags and quickly move to their reading spots to look through their reading bags. (Give them an opportunity to look through the bag and select one book to read- they will be excited!)
- Teacher circulates and briefly touches base with each student today to quickly assess the text to reader match in the independent reading bags. Make notes of needed changes.

**Closing**

- Transition students to the whole group meeting area using established procedure.
- Ask students to bring their independent reading bags to group.
- Instruct students to place their independent reading bags down on the floor in front of their body. Ask a student to demonstrate if needed.
- Ask students to take the book they read today out of their bags. You might say, “Readers, I know you are excited about your independent reading bags, so today everyone will get to share! When I say go, hold up the book you read today (or began to read today) for everyone to see. Make sure you look around at all of the interesting books that other readers are holding up!”
- Have a student record on the stamina graph.
Writing Lesson 6: Writers get Through the ‘Oh-no, I Don’t Know how to Draw That’ Feeling

Materials
- Chart paper, markers
- Prepared, focused, seed idea of a story
- Sticky notes (to unpack standards) – done during closing

Teacher Notes
Today’s lesson focuses on writers trying to make their drawing carry their content.

Opening
- Transition students to the whole group meeting area using established procedures.
- Tell your children that you sometimes see them hesitate to draw particular topics because they aren’t sure how to draw the subject. Tell them you’ll show them what you do in that case.
- Reenact a writing episode in which you encountered difficulty, consider options for an easier topic, and then decide to persist with the challenging subject. Think aloud through each of these steps methodically as you begin sketching your story.
- Pause dramatically as you come to the ‘hard to draw’ item, saying, “I can’t possibly draw that.” Push past the feeling, shaking your head saying, “No. No, wait a minute. I’m going to draw the best I can.’
- Act out the entire process again, quickly, so the kids see another example of what you mean.
- Before getting to the drawing part, solicit advice from the class. Have them first tell a friend and then tell you what to do next. Follow their advice.
- Ask the children to name what they saw you doing when you got to the tricky part of the drawing.
- Remind the students that you expect they will draw their own pictures the best they can.

Work Time
- Send the students off to their desks to write/draw their ideas in their notebook.
- Pay attention to children’s drawing and notice at least one more aspect of how each child works. Note these in your teacher anecdotal records binder.
- When you see someone try to take the advice of the minilesson, celebrate it by pointing it out to the whole class.
- If there is a problem that is interfering with a productive writing workshop time, name it (i.e., noise level too disruptive).
- Explain how it is interfering with the important work that needs to get done.
- Point out how things feel and sound when things are going well.
Closing

- Using a predetermined signal, gather students back together at the carpet, bringing their writing with them.
- Refer the children to the standard’s board/white board or the sentence strip with the standard ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Unpack ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- As always, unpacking can be done determining the important words discussing their meaning; by writing synonyms for the key words in the standard on sticky notes and post them on the standards board.
- Explain the standard by suggesting that one way in which to get better at this standard is for student to share their writing and ask classmates to make comments on the writing piece to help make it even better – just like they helped you with your piece (today, yesterday).
- Have the children share their work with a partner. Listen in.
- Share with the whole group what you over heard from an exemplary team.
- Review standard and explain that ELACC1W5 is what will happen during closing time each lesson.

Reading Lesson 7: Part 2- Introducing the Classroom Library

Teacher Notes
If your classroom library is not your regular whole group meeting area, you might want to meet in the library for this lesson as you will be discussing the organizing principles of the library and it is most efficient to talk about these while students can observe them at work.
At this point, students will read out of their independent reading bags during independent reading, but may select books from the classroom library at other times of the day. Before this lesson you need to decide when students may visit the classroom library.

Materials
A classroom library, organized in a variety of ways, by level, by genre, by author, by subjects, etc.

Note-the content of this lesson is quite dependent on the organization structure utilized by the classroom teacher and the routines and procedures pertaining to the library that the teacher wishes to implement in his/her classroom.
Opening

- Gather students in the whole group meeting area using established procedures.
- Tell students that today we are going to think about how we can find new books that we might want to read and how to take care of books by putting them back where they belong when we’re done. You might say, “As you look around our classroom library you might notice some things about the way it is organized. Today I want to show you some of the ways I decided to organize all of our books in our library so that they are easy to find and to put away in the right place.”
- Show the class how the library is organized (author, genre, topic, level, etc.) and discuss how the books are stored and/or labeled (bins, colored dots, stickers, etc.).
- Model how you would choose a book and use the organization system to help you.
- Model how you would put a book away, using a book you have on hand and demonstrating what you would think of/look for to know where the book should go when finished. You might want a classroom chart or key showing students information they might need to know to navigate the organizational system of your library.
- Tell students that it is their turn! Ask students to think about a book or type of book he/she might want to find. Have students Turn and Talk to a partner about the strategies they might think about in order to find that book.
- Set task for independent reading by saying something like, “Now you will be going off to do Independent Reading. Before you begin look through the books in your book bag/box and think about where each might be found in our classroom library. Think about what information you used to help you figure out where the book should go. Then read a book from your book bag/box.”

Work Time

- Students get their independent reading bags using the procedures introduced in part 1 of this lesson, then quickly move to their reading spots and begin reading.
- Teacher circulates and briefly touches base with each student today to quickly assess the text to reader match in the independent reading bags. Make notes of needed changes.
- During this time select a few students to share in the Reader’s Chair today.

Closing

- Transition students to the whole group meeting area using established procedure.
- Students who have been selected to share are to keep their read bags out.
The other students should put their bags away before they come to the group area. This will need to be practiced until it runs smoothly.

- Chosen students will share in the Reader’s Chair some of the books in his/her reading bag and where those books would be found in the classroom library. The audience may ask questions.
- Wrap up lesson by letting students know the times of day they may select books from the library.
- Continue the Stamina Graph this week or begin a new one.

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**Writing Lesson 7: Writers Write Stories they Know**

**Teacher Note**

Today you’ll help writers talk with a partner (using agreed upon rules) prior to writing their stories so that they can be a part of a community of learners.

**Materials**

- Chart paper, marker
- Prepared anchor chart for partnering stems (see “Opening’ session)
- Seed idea for story
- Gather multiple literary read alouds from the first day of school
- Materials for children to write during minilesson – notebooks/folders, pencils, etc.
- Sticky notes (to unpack standards)
- A predetermined plan for writing partners
  - Consider using cooperative learning approaches that increase the likelihood of inter-ethnic friendships and improved attitudes and behaviors toward classmates of different backgrounds. Methods that include group goals and individual accountability are the most effective.
  - Be very careful when you select partners. You need to be sure of the purpose of the lesson.
    - If the purpose of the lesson is for ELLs to share, make sure they are able to share in their native language.
    - If your purpose is to generate ideas, ELLs language could be the same or different.
  - When you want students’ writing to make sense, have at least three students in the group with varied language proficiencies. That way, they can help each other, reducing the chance of implanting language incorrectly.

Opening

- Transition students to the whole group meeting area using established procedure.
- Display the narrative read alouds you have read this week. Pull one specifically and share with the children why the author chose to write it (i.e., the author might have a similar experience happen to him/her).
- Tell the children that they will continue to tell their stories with pictures and words working to be like the author’s they love so much.
- Remind the children of the standard that had previously been unpacked (yesterday’s closing lesson **ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed**).
- Unpack and explain the bold part of the standard- **ELACC1SL1b. Build on others’ talk in conversations by responding to the comments of others** through multiple exchanges. It might be best to model this process before unpacking the standard.  
  As you model the conversation with students, you might want to post language stems on the piece of chart paper or on the board. Possible stems could include:

  **Possible Partner Sharing Stems:**
  - I’m writing about _________.
  - Could you tell me more about ________?
Model the process with a student. Sit facing one another as they do when they practice Turn and Talk.

Put the words in the mouth of the student and have them repeat what you say, when necessary.

Explain to students that writing partners can talk before writing; they can also ask each other questions during writing.

Share with the children that today they will practice this standard with a partner – discussing what they want to write today.

Share how they will be like the author’s they’ve been listening to by thinking first about something a story they know a lot about.

Explain to the class that all writers will get the chance to tell their partners about what they plan to write. The partners’ jobs are to ask questions so they can understand what the other person means.

Ask students to take a moment to think about what they want to write about today. (Brainstorm some suggestions.)

Have students turn and talk with a partner about their ideas.

You may consider using a timer, so that each member of the pair gets the chance to talk for a set amount of time.

Note: At this point during the year, you may want to choose writing partners based on your seating chart so students don’t need to travel too far to find their writing partners during independent work period. As your community of writers becomes more established, you might base the assignment of writing partners on other factors, such as interest.

As students become ready to move to independent writing, remind them to keep in mind the topics they talked about with their writing partners.

Also remind them that if they are stuck on an idea, they can find their writing partner and ask for advice.

Work Time

Send the students off to their desks to write/draw their ideas in their notebook.

Pay attention to children’s drawing and notice at least one more aspect of how each child works. Note these in your teacher anecdotal records binder.

Begin conferring with individuals and/or small groups, continuously keeping anecdotal records.

When you see someone try to take the advice of the minilesson, celebrate it by pointing it out to the whole class.

If there is a problem that is interfering with a productive writing workshop time, name it (i.e., noise level too disruptive).

Explain how it is interfering with the important work that needs to get done.

Point out how things feel and sound when things are going well.

Closing
• Using a predetermined signal, gather students back together at the carpet, bringing their writing with them.
• Remind the students again about the narrative writing standard. Share with them that in today and every day, they shared their stories aloud, just like the writers they read every day do.
• Review the standard introduced in today’s lesson.
• Remind the students in yesterday’s lesson students looked at pieces of writing and tried to help the author make the piece even better – by talking about it.
• Today you’d like to share another way to build on conversation – add to your Partner Sharing Stems, “We talked about ______.

Possible Partner Sharing Stems:

• I’m writing about __________.
• Could you tell me more about __________?
• Can you show me where that part is in the picture?

• Based on your observation of students working together before and during their independent writing time, invite a pair of writing partners to share their experience of working together.
• If time allows, allow volunteers to share what they wrote, using a document camera, if available. Writers should read their piece and ask, “Questions or comments?” (i.e., compliments or suggestions) to continue the practice of building on the conversation of others.

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**Reading Lesson 8: Readers Get to Know the Books They Read** *(Previewing Books)*

**Teacher Notes**
Books about the social studies or science topics may be used for this lesson.

**Materials**
- Read aloud text selected for today (will be used to model the lesson)
- Chart paper and marker

**Opening**
- Gather students at the whole group meeting area using the established procedure.
• Tell students that today they will learn another great thing readers do, readers preview or get to know the books they want to read.
• Read the standard -ELACC1RI7 Use illustrations and details in a story to describe its characters, setting, or events. Unpack the standard by explaining that strong readers use the pictures to help them know what is happening in the story before, during and even after they read.
• Explain the process that you as a reader go through- You look at the cover, read the title, look at the first page, and begin making pictures in our minds of how the story might go. You might say, "When we get ready to read a book, we can make a picture in our mind of how the book might go. We can use the cover, look at the words and pictures on the first page, and flip through the pages to get a sense of what kind of book it will be. We can also get an idea of the characters and where the story is happening, the setting. Think aloud as you model this process with the book you are going to read for read aloud today. Ask students to observe you to see what you do to get to know the book.
• Ask students to Turn and Talk to a partner about what he/she saw and heard as you previewed your book.
• As students share with the group, chart some of their responses on an anchor chart "How to Get to Know a Book

Sample anchor chart:

<table>
<thead>
<tr>
<th>How to Get to Know a Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Look at the cover.</td>
</tr>
<tr>
<td>o Read the title.</td>
</tr>
<tr>
<td>o Look at the words and pictures on the first page.</td>
</tr>
<tr>
<td>o Flip through the pages and think about what the book is going to be about.</td>
</tr>
<tr>
<td>o Use the illustrations to help get to know the characters, the setting and what may happen in the story (the events)</td>
</tr>
</tbody>
</table>

• If time allows, repeat this process with another book.
• Tell students that they will get a chance to practice getting to know a book as they read out of their independent reading bags today.
• Let students know that you will be looking for readers getting to know their
books today when you are walking around during independent reading.

**Work Time**

- Students are dismissed to get their independent reading bags (using the established procedure from the last lesson) and quickly move to their reading spots.
- Circulate around the room to observe how students are getting to know their books. Confer with individuals and take antidotal notes. During this time select a few students to share in the Reader’s Chair how they got to know the book they read today.

**Closing**

- Transition students to the whole group meeting area using established procedure.
- Students who have been selected to share are to keep their read bags out. The other students should put their bags away before they come to the group area. This will need to be practiced until it runs smoothly.
- Chosen students will share in the Reader’s Chair. The audience may ask questions.
- Close by reminding students that readers always get to know their books, not just the books in their independent reading bags, but any books they read!
- Tell students they learned another way to help themselves become strong readers today!

**Writing Lesson 8: Writers Write to Teach**

**Teacher Note**

In attempt to facilitate the understanding that children are to write in multiple genres during any given unit, today you would like to make the informational genre familiar to them and encourage any writing of this type.

**Materials**

- Chart paper, markers
- Predetermined seed idea
- Gather multiple informational read alouds that have been read to the class

**Opening**

- Display the informational read alouds you have read these last couple of weeks.
- Pull one specifically and reread a few pages. [Pages that exemplify labeled pictures and descriptions would work best.]
- Share with the children why the author chose to write the text (i.e., the
author knew a lot about the topic).
- Tell the children that today you’d like to practice with them writing about something they know a lot about.
- Model the thinking that goes behind writing an informational piece ("What do I know a lot about. And how can I teach someone about it?")
- Name your topic (dogs, for example), draw your picture, and label it. Write a teaching sentence with your topic.
- As a class, brainstorm topics.
- Choose one and have the children turn and talk with their partners about the topic (i.e., the playground).
- Solicit advice on what to draw and what to write as the teaching statement.
- Start a new piece and draw, label, and write the teaching point.
- Share with the students that in reading workshop they talked about the difference between fiction and nonfiction books. Today in writing, you looked at how writers think differently topics.
- Share with the students that they are free to write a story or a teaching piece. The choice is theirs to make.

Work Time

- Send the children off to write/draw in their notebooks/folders.
- Remind the children that they are welcomed to write in either genre of their choice.
- Begin conferring with individuals and/or small groups, continuously keeping anecdotal records.
- If there is a problem that is interfering with a productive writing workshop time, name it (i.e., noise level too disruptive).
- Explain how it is interfering with the important work that needs to get done.
- Point out how things feel and sound when things are going well.

Closing

- Using a predetermined signal, gather students back together at the carpet, bringing their writing with them.
- Point out the standards and tell the children that you will continue practicing ELACC1SL1a and ELACC1W5.

- Allow volunteers to share what they wrote, using a document camera, if available. Writers should read their piece and ask, "Questions or comments?" (For example, compliments or suggestions.)

With this practice at the end of each day’s lesson, this is your opportunity to create an atmosphere of acceptance by admiring the work of your writer, and allowing for comments from classmates to further the student’s writing capability.

Reading Lesson 9: Alleviating Interruptions During Conferences
**Teacher Notes**
Decide ahead of time which student you will select for role play in a mock student/teacher reading conference

**Materials**
Chart with heading - *How to Take Care of Myself When the Teacher is Conferring.*
Chart paper
Markers
conferring notebook (to show students today)

**Opening**

- Transition students to the whole group meeting area using procedures you have been practicing and are trying to establish. Have student sit in a circle this time.
- Introduce the lesson by saying something such as, "Every day when we are reading you will notice that I am walking around, and stopping to read with students. I call this time with each student a **reading conference**. That is a very important time when I am trying to help you become an even better reader. It is very important not to interrupt a conference, because that is **my time with that particular student. I want to give him/her all my attention.**"
- Model a student teacher reading conference for the class sitting in the middle of the circle. (Conduct a short conference which includes the child reading (a bit) as you record notes. Engage in a brief conversation with a teaching point after the student reads.)
- Ask the class what they noticed.

**Possible Responses**
- Teacher sat with child
- Teacher listened to child read
- Teacher was helping child to read better
- Teacher was taking notes

- Affirm what students have said and add other important information. You might say..., “This is why it is so important that you do not interrupt the teacher while she is having a reading conference. The teacher has an **important job and that is to help the student become a better reader. The student has an important job also. He or she should be concentrating very hard and trying to learn how to become a better reader.**”
- Ask student to “turn and talk” to their partner and tell them four important things that the teacher and students are doing when they have a conference. Tell students to use their fingers to count off the items.
- Give students their task for today as they read during work time. You might say, “Any time in Reading Workshop when I have a conference, I want you to try extra hard not to interrupt the conference. As you read today, if you have a problem, think about a way you can help yourself without the teacher’s help. Remember what you did to solve your problem so that you can share it
Work Time

- Dismiss a students a few at a time to go to their tables, select a few books from the book basket and find their reading spots. This routine needs to be practiced until students can quietly go to their reading spots and begin reading.
- Teacher circulates conferring, accessing strengths and needs, and noting reading habits. During this time you will want to look for two or three students to share during in the reader’s Chair today.

Closing

- Gather students at the whole group meeting area using the procedure the class has been practicing.
- Students who were selected to share in the Reader’s Chair will share a book they read and also may share how they worked out a problem today without the teacher’s help (optional).
- After specific students share, allow other student in the class to share a time when they thought they needed the teacher’s help, and stopped to think about it and found a way to help themselves. Record these responses on a chart How to Take Care of Myself When the Teacher is Conferring.

Writing Lesson 9: Writers Stretch Words to Hear Sounds

Teacher Note
In this session, you’ll help writers separate out the many sounds they hear in words and write down the letters that correspond to those sounds.

Materials
- Chart paper, marker
- Predetermined seed idea for a story
- Pile of last weeks’ read alouds – books that have pictures and words
- Student writing notebooks/folders
- Materials for children to write during minilesson: (one per student)
  - White boards/clipboard
  - Individual papers
  - Writing utensil

Opening

- Tell the children they are writing like the authors they admire. (Give examples.)
- Unpack ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
As always, unpacking can be done by circling the verbs, underlining the nouns, and discussing their meaning; by writing synonyms for the key words in the standard on sticky notes and post them on the standards board.

Concentrate on the words you find most worthy.

Tell them you’ll teach them how to stretch a word like a rubber band and write all the sounds they hear.

Think aloud your story. Draw the illustration and then write the text to match the words. Demonstrate what you want children the children to try. (Say the word. Stretch the word (not repeating sounds...t/t/t/ o/o/o m/m/m/, just stretching – t – o – m).

Within the context of your piece, gradually release the responsibility of spelling the unknown word.

After a couple of demonstrations, ask the children to join you in writing the sounds you hear in the words you write.
  o Children will spell on their paper the words you ask them to write that fit in your story.
  o Stop every few words for more practice.
  o At this time, the level of words will vary for classes.

This isn’t an especially ambitious lesson. Especially at this stage of the year; the most important thing is to begin nudging all children to write words and to do this while maintaining lots of support for the most vulnerable writers. We do not want to lose students.

Tell the children to try on their own what you have done together.

Work Time
  o Send the children off to write/draw in their notebooks/folders.
  o Begin conferring with individuals and/or small groups, continuously keeping anecdotal records.
  o If there is a problem that is interfering with a productive writing workshop time, name it (i.e., noise level too disruptive).
  o Explain how it is interfering with the important work that needs to get done.
  o Point out how things feel and sound when things are going well, for example, point out the initiative of a student who has done some independent revision.

Closing
  o Using a predetermined signal, gather students back together at the carpet, bringing their writing with them.
  o Choose one child to tell the story of his process of stretching out a long/hard word to write it down.
  o Point out the standards and tell the children that you will continue practicing ELACC1SL1a and ELACC1W5.
  o Allow volunteers to share what they wrote, using a document camera, if available. Writers should read their piece and ask, “Questions or comments?” (i.e., compliments or suggestions.)
With this practice at the end of each day’s lesson, this is your opportunity to create an atmosphere of acceptance by admiring the work of your writer, and allowing for comments from classmates to further the student’s writing capability.

### Reading Lesson 10: Rereading Makes Us Stronger Readers

**Teacher Notes**

**Materials**
- A short read aloud that has been previously read

**Opening**
- Gather students at the whole group meeting area using the established procedure.
- Tell students, “Today, I want to remind you of something you learned to do in kindergarten. Readers reread. Just as we have songs we sing over and over, so too, we have books we read over and over.”
- Think aloud as you model rereading a previously read – read aloud book. You might say, “I can reread to find something I didn’t notice or think about the first time.” (As you model this) I can also reread to get to focus more on what’s happening in the pictures (model this). I could also reread using my best reading voice (model this).
- Remind students that rereading also helps them build their reading stamina.
- Tell students that their job today is to reread a book (or two) they have already read (out of their independent reading bag).

**Work Time**
- Students get their independent reading bags and quickly move to their reading spots.
- Teacher circulates around the room observing and taking antedotal notes. During this time select a few students for the Reader’s Chair, to share how they reread a book today.
- Teacher may pull individual students to assess reading strengths and needs using running records.

**Closing**
- Transition students to the whole group meeting area using established procedure.
- Students who have been selected to share are to keep their read bags out. The other students should put their bags away before they come to the group area. This will need to be practiced until it runs smoothly.
- Chosen students will share in the Reader’s Chair (about the book or book they reread).
- Remind students that in order to become even stronger readers, they need to reread their books here at school and at home!
Writing Lesson 10: Writers Listen Hard for Sounds

Teacher Note
This minilesson aims to help students develop another strategy for getting words down on paper – listening hard to the beginning sounds of words to write those and give the reader a good start on the word. Even if spelling all words is unrealistic at this time, the idea of having the ability to spell harder words isn’t. The point of the lesson is attempting a harder word is better than working to find an easier one.

Materials
- Chart paper, markers
- Sticky notes (to unpack standards)
- A previous charted story that you would like to improve with a corrected initial spelling blend

Opening
- Remind the children of the stretching sounds lesson they had in the previous lesson, pointing out standard ELACC1L2.
- Tell the children that today you want to show them how to get the main sounds they hear in their words down on paper.
- Unpack standard **ELACC1L2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**
- As always, unpacking could be done by circling the verbs, underlining the nouns, and discussing their meaning; by writing synonyms for the key words in the standard on sticky notes and post them on the standards board.
- Tie the core of this lesson - how to listen hard to how words start so that the students can get those first letters down on the page – to the reading workshop minilesson on getting their mouth ready with the first sound of a word they are reading.
- Return to a piece of writing you’ve used previously in a minilesson – one that wasn’t spelled with the initial blending letters – and say aloud a new bit you want to add.
- Tell the children to watch how you get the words onto the page {using a word like ‘please’, ‘be’, and ‘careful’ may work well at this stage in your 1st grade classroom}.
- Tell the process you used to record words.
  - Say the word, write down the sound you hear. Say the word again. Write down the next sound you hear.
  - Reread the writing with your finger (just as we do when reading a published text) each time and add the sounds that are appropriate for your classroom. (This will vary with each class.)
- Scaffold the practice with gradual release.
- Tell children to use the same process. (Say the word once, writing down the sounds they hear in the beginning; say the word again, writing down the sounds they hear.)
  - Always asking, “Are there any more sounds I could record?”
Assign them a word and ask them to try the process with you, either writing the word on the palm of the hand (with their finger) or on the carpet threads. Tell the children when they continue writing on their own to use this same process. Remind them to listen for the beginning sounds of words, then listen for more.

Work Time

- Send the children off to write/draw in their notebooks/folders.
- Begin conferring with individuals and/or small groups, continuously keeping anecdotal records.
- Point out the initiative of a student who has done some independent revision.

Closing

- Using a predetermined signal, gather students back together at the carpet, bringing their writing with them.
- Point out the standards and tell the children that you will continue practicing ELACC1SL1a and ELACC1W5.
- Add any additional agreed upon rules, if necessary.
- Allow volunteers to share what they wrote, using a document camera, if available. Writers should read their piece and ask, “Questions or comments?” (For example, compliments or suggestions.)

*With this practice at the end of each day’s lesson, this is your opportunity to create an atmosphere of acceptance by admiring the work of your writer, and allowing for comments from classmates to further the student’s writing capability.*

*Sharing a longer piece, with an excitement that all will soon be doing this, can be infection.*

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**Reading Lesson 11: Procedures for Share Time (Reader’s Chair, Reader’s Share)**

**Teacher Notes**

One of the main goals of Share Time is to have students share something from their independent reading time that is connected to the minilesson. Some days it is a forum for exchanging ideas, discussing issues, making connections, and constructing meaning.

**Materials**

Chart of standard unpacked in writing last week- CCGPS1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a Follow agreed-upon rules for discussions
Opening

- Gather students at the whole group meeting area using the established procedure.
- Tell students that even though they have been sharing in the Reader’s Chair already during Reading Workshop, it is always a good idea to go over the procedures to make sure we are taking care of our job and helping others with theirs.
- Review the standard introduced in writing the week before, CCGPS1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  a Follow agreed-upon rules for discussions
- Let students know that today’s focus is going to be on student responsibilities for Share Time. You might say, “During Share Time you are: sharing, listening and learning. If you are sharing you need to be prepared: bring your book, think about how you can best share your learning, and speak loudly enough so that everyone can hear. If you are listening you will need to look at the person speaking, listen carefully, and think about what he or she has to say.”
- Practice the procedure with students. (Prior to the lesson have one student ready to share something connected to the minilesson you taught previously or model it yourself.)
- Emphasize that even if one student is sharing, the rest of the group still has a job to listen and learn.
- You might say, “Today during Independent Reading think about something you are learning as a reader, and think about how you could share your thoughts with the group during Share Time.”

Work Time

- Students get their independent reading bags and quickly move to their reading spots.
- Teacher circulates around the room observing and taking antidotal notes.
- During teacher conferences, teacher is looking for good examples for possible sharing during the Share Time that would connect back to a minilesson.
- Teacher may pull individual students to assess reading strengths and needs using running records.

Closing

- Transition students to the whole group meeting area using established procedure.
- Students who have been selected to share are to keep their read bags out. The other students should put their bags away before they come to the group area. This will need to be practiced until it runs smoothly.
- Chosen students will share in the Reader’s Chair. The students who are
sharing and the audience will practice the procedures for Share Time discussed in the mini lesson.

- Review by creating an anchor chart to be used as needed.

**Sample anchor chart:**

<table>
<thead>
<tr>
<th>Share Time Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Bring your materials (your book).</td>
</tr>
<tr>
<td>➢ Be prepared to share your thoughts (make sure you have thought about what you are going to say).</td>
</tr>
<tr>
<td>➢ Speak loudly enough for everyone to hear.</td>
</tr>
<tr>
<td>➢ Look at the audience.</td>
</tr>
</tbody>
</table>

A stretch break is needed before moving on to part 2 of the lesson.

Part 2- Optional - Selecting Just Right Books for Independent Reading Bags and what to do when it is time to swap books.

**Teacher Notes**
This is an optional lesson for helping student select just right books for their independent reading bags when it is time to change out books. Many teachers have students put their guided reading books in their independent reading bags to ensure students are reading the just right book. Some teachers continue this procedure all year.

If you are new to independent reading and using books bags you may wish to try the sequence below.

1. **Create bags yourself for each child using last year’s reading level**
   - A few books on the reported reading level from last year
   - A few books one and two levels below the reading level
   - 8-10 books in each bag – fiction and informational

2. **Teach about just right books- such as IPICK from the Three Sisters or The Goldilocks Strategy**

3. **Create baskets of books for each level or two levels and help student select just right books from those baskets.**

4. **Continue to model selecting books with the class, and begin to allow**
students more choice in the books they pick, with your guidance during student/teacher conferences.

By mid to end of year ....

5. Have a book shopping day for each guided reading group or each individual.

Materials

Opening

- Gather students to the whole group meeting area using the established procedure.
- Tell students, “Today, I’m going to teach you how important it is to choose books that are just right for you so that you can do your best thinking during independent reading. Good readers know how to choose books that are just right for them. They find books that are interesting and that make them feel strong as a reader. When you choose new books, I may show you a basket of books that I think are good for your learning. You can choose some of the books from that basket. You can choose a book that is an old favorite or a new book that you are interested in reading. Once you choose your book, read a few pages. Could you read it smoothly? Did you “read it like you talk?” Did you get stuck on more than three words on one page?”
- Let me show you how good readers choose a just right book. I am going to pretend that I am changing the books in my book bag. Watch how I choose my books and notice how I decide if the books are “just right.”
- Model how you are choosing majority of the books from a basket that is good for your learning. Choose books from this basket that you are interested in. Model giving a book a try to see if it is a smooth read. Then, choose an old favorite or other book that you are interested in reading.
- Ask students to turn and talk to a partner about what they noticed about how I chose just right books. [Allow about 1 minute for partners to share ideas.]
- Have students share our ideas about how to choose a just right book. You may ask, “Who can tell me something that you noticed about choosing a just right book?”
- Make an anchor chart called: Choosing a “Just Right” Book. Post chart in the classroom.
- To close the opening session, you might say “When you go to independent reading today, read the books in your bag. As you are reading, listen to yourself and decide if it is a book that you can “read like you talk” or if it is a book that you are still learning. Reading books that you can read smoothly will make you a better reader. You will learn more words and understand the story better. If a book is just right, you can read the words and understand the story.”

- Work Time
  Students get their independent reading bags and quickly move to their reading spots.
Teacher circulates around the room observing and taking antidotal notes. Teacher may pull same groups for book exchange.

**Closing**
- Transition students to the whole group meeting area using the established procedure.
- Have all students bring their reading bags to group and place them on the floor in front of their bodies. You may ask sit beside their reading partners when they come to group.
- Ask students to turn and talk with their partner about the just right books they have in their own reading bags.
- Review and tells students they are doing what strong readers do, and taking care of themselves as readers when they select their own just right books.

**Writing Lesson 11:  Writers Do the Best They Can and Move On**

**Teacher Notes**
In this session, you’ll teach writers to accept their own approximate spellings in order to tell more about their stories. The mantra is, “Writers do the best they can and keep going.” You’ll need to decide whether to distribute white boards/clipboards at the start of the minilesson or near the end of the opening.

**Materials**
- Chart paper, markers
- Prepared drawing
- White boards for each child
- Extra writing paper
- Student folders/notebook

**Opening**
- Remind children that they’ve previously learned to draw the best they can and keep going.
- Refer to the standards board and revisit ELACC1L2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Tell them the idea of doing the best we can applies to spelling as well.
- Discuss hesitating, trying to spell a hard word, but then continuing on to write more.
• Remind the children that when we write words, we need to say, “That might not be perfect yet, but I’ll just spell the best I can and keep going so I can say more.”
• If you would like to add onto an already started story, look back to lesson 6, “Writers get through the ‘Oh-no, I don’t know how to draw that’ feeling.” If not, start a new piece.
• Think of your story, by closing your eyes. Draw your picture.
• Demonstrate hesitating, trying to spell a hard word, saying, “Oh well. I’ll leave it like that for now and keep going,” and then continue on to write more.
• Point out to the children what you want them to notice in your demonstration. Invite them to help you go through the process again.
  o “Did you see how I just...”
• Ask the students to join you in writing the next sentence on their white boards. (A sentence worthy of some thinking at this point in the school year, “Soon half the class was shoving on the window..”, for example)
• Stop after each word, allowing a lot but not an extensive amount of time, to write each word.
• Admire the work done by having the children hold up their boards.
• Remind the children that they can do this again in their independent writing.

Work Time

• Send the children off to write/draw in their notebooks/folders.
• Begin conferring with individuals and/or small groups, continuing to take anecdotal records.
• Point out the initiative of a student who has done some independent revision.

Closing

• Using a predetermined signal, gather students back together at the carpet, bringing their writing with them.
• Choose children who took the minilesson to heart, whether they enacted the advice exactly or found new solutions, and ask them to tell the class about their experience.
• As always, point out to the children what you hope they noticed in the student reading or demonstration; show how the example demonstrated the lesson.

If time allows,
• Point out the standards and tell the children that you will continue practicing ELACC1SL1a and ELACC1W5.
• Allow volunteers to share what they wrote whole group, using a document camera, if available or with partner sharing. If whole group writers should read their piece and ask, “Questions or comments?” (For example, compliments or suggestions.)
• Return to the Partner Sharing Chart if necessary.
Reading Lesson 12: Partner Reading

Teacher Notes:
When we first introduce students to the idea of partner reading early in the school year, we let them work with different partners often. We want to build community and connection among the children by giving them plenty of opportunities to interact with each other. Also, we are still assessing readers during this time, so we are unable to make ability based partnerships. The focus of this lesson is to introduce students to partnerships in which they read together and/or share their thinking about the books they read in independent reading time. Daily practice with partnerships after independent reading time will give students an opportunity to practice and apply the Speaking and Listening standards that have been introduced so far.

Materials
- List of reading partners, could be pictures in a pocket chart, or names written on chart paper
- Books for demonstration
- Marker
- Chart paper
- Standard ELACC1SL (already unpacked)

Opening
- Transition students to the whole group meeting area using the established procedures.
- Explain to students another way to become a strong reader is to read with a partner. You might say, “There are many ways to read with a partner. Sometimes we both read, sometimes we take turns and sometimes we just talk about books. Today I will show you the procedures for meeting with your reading partners.”
- Review the standard ELACC1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics that are under discussion). Remind students that they will practice these expectations when working with a reading partner.
- Explain the procedures to students before demonstrating them. You might say, “This is how partner reading will go. I will send you to your seats to do some independent reading. I will stop and confer with some of you while you are reading. After you have been reading quietly for a little while, I will tell you that now it is time for you to meet with your partner for partner reading. I will assign a place in the classroom for you to meet with your partner. You are to bring one book with you when you meet your partner.”
• Share the How to Partner Read chart with students.

**Sample anchor Chart**

<table>
<thead>
<tr>
<th>How to Partner Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Partners come prepared with their books.</td>
</tr>
<tr>
<td>o Partners sit side by side (hip to hip)</td>
</tr>
<tr>
<td>o Partners read with the book in the middle so both partners can see the words and the pictures.</td>
</tr>
<tr>
<td>o Partners decide who goes first.</td>
</tr>
</tbody>
</table>

• Model this process with a student. Have a student come up and join you as a partner, bring your books, sit side by side, put the book in the middle, and decide who goes first, etc..
• Ask students what they observed as you read with your partner. Use the anchor chart to guide the conversation.
• Assign reading partners for today. (You may want to have them written on chart paper or you can use pictures placed in a pocket chart.)
• Have students move to sit beside his/her partner within the whole group area.
• Tell partnerships where in the classroom that they will read together when it is partner reading time. You could mark the partner reading spots on the map of the classroom where the independent reading spots are shown.
• Tell students that today they will first read independently in their own spot and then get with their partners when they hear the signal ___________.
• Link: You might say... “When I tell you it is time to partner read, you will get with your partner and move to your partner reading spot. Be sure that each of you brings one book for partner reading. When you get with your partner, read one partner’s book first, and the other partner’s book next. Remember sit together, and put the book in the middle so both of you can see and take turns reading each page.”
• Remind students that during independent reading today they will need to practice reading the book they are going to use for partner reading.

**Work Time**

• Students get their independent reading bags and quickly move to their reading spots.
• Teacher circulates around the room observing, conferring and taking antidotal notes.
• Teacher may pull individual students to assess reading strengths and needs using running records.
• Sharing will take place with partners during the closing.
• After students have read for 10 minutes or so, give the signal for partner
reading time. Direct students to find their reading partners and go quickly to their assigned partner reading spot.
- Review the anchor chart if needed.
- Circulate among partnerships, listening in and supporting.

Closing

- After 10 minutes transition students to the whole group meeting area. Ask partnerships to sit together for the closing.
- Comment on the excellent reading partnerships you say today. Be specific when commenting on what the partnerships did well.
- If time, allow a few of the partnerships to share the books they read to each other.
- Remind students that reading with their partners is another way to help them grow as readers.

Writing Lesson 12: Using Writing Tools: The Alphabet Chart

Teacher Notes
For today’s session, you will show students how to match the sound they hear in the work they want to write with a letter that represents it, using an alphabet chart with pictures for help. You will probably want to hold off on this lesson until you have introduced the alphabet chart to the whole class in a phonics lesson.
Materials
- Enlarged alphabet chart with easily identifiable pictures to correspond with the letters – children should already be familiar with this chart
- Chart paper, marker
- Copy of alphabet chart (or name chart or word wall) for each child to have on hand while writing
- A seed idea in which to write

Opening
- Remind the children of their work in the phonics lesson with the enlarged alphabet chart, and tell them you’ll teach them to use this chart as they write.
- Again, close your eyes to think of your story.
- Think aloud as you write, pausing dramatically when the need arrives to use the alphabet chart.
- Demonstrate how the alphabet chart is a useful tool.
- Model how as a writer you look through the pictures to help with initial letters.
- Reread your work and demonstrate adding the letters you hear.
- Demonstrate this a few more times, within the content of your writing piece.
- Ask the students what they noticed.
- Remind the students that they can use the alphabet chart as they write.

Work Time
- Send the children off to write/draw in their notebooks/folders.
- Begin conferring with individuals and/or small groups, continuing to take anecdotal records.
- Point out a story of a child who used the alphabet chart well.

Closing
- Using a predetermined signal, gather students back together at the carpet, without their writing.
- When the class has gathered, ask them to practice using the alphabet chart once together, quickly.
- Choose one child who has used an out-of-the-way letter to share. Ask the children to use the alphabet chart to find the letter for the sound.

Reading Lesson 13: More Options for Partner Reading

Teacher Notes
The focus of this lesson is to introduce students to more options for reading when reading with their partners. This lesson builds on lesson 9.
Materials
1 book for each pair of students at their instructional level
Anchor Chart – *How to Partner Read* created in the last lesson

Opening

- Transition students to the whole group meeting area using established procedure.
- Tell students, “*Yesterday, you did such a good job during partner reading. I want to show you some more ways you can read with your partner.*”
- Ask a student to be your reading partner to help teach the class what to do.
- Go over the How to Partner Read anchor chart created in the last lesson.
- Model the *Options for Partner Reading*, one by one, as students observe.
- Call on students to tell what they observed each partner doing after each option is modeled.
- Tell student that they will have the same reading partners as yesterday and will go to the same reading spot as yesterday with that partner.
- Let students know that they and their partner can decide how they are going to partner read when it is time.

<table>
<thead>
<tr>
<th>Options for Partner Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Take turns</td>
</tr>
<tr>
<td>o Read together – Make both your voices sound like one voice.</td>
</tr>
<tr>
<td>o Echo read – I read; you read</td>
</tr>
<tr>
<td>o Talk about books -favorite pages, funny parts, sad parts, weird parts, confusing parts</td>
</tr>
<tr>
<td>o Retell the story to your partner</td>
</tr>
</tbody>
</table>

Work Time

- Students get their independent reading bags and quickly move to their
reading spots.
- Teacher circulates around the room observing, conferring and taking antidotal notes.
- Teacher may pull individual students to assess reading strengths and needs using running records.
- After students have read for 10 minutes or so, give the signal for partner reading time. Direct students to find their reading partners and go quickly to their assigned partner reading spot.
- Review the anchor chart if needed.
- Circulate among partnerships, listening in and supporting partnerships.

Closing

- After 10 minutes transition students to the whole group meeting area. Ask partnerships to sit together for the closing.
- Comment on the excellent reading partnerships you saw today. Be specific when commenting on what the partnerships did well.
- Have a few of the partnerships to show the class how what option they used in partner reading.
- Remind students that reading with their partners is another way to help them grow as readers.

Writing Lesson 13: Writers Take Notice of Their Effort

Teacher Notes
Throughout this unit, you and your class have written and discussed specific behavior expectations in both reading and writing workshop, which have been added to charts as the weeks progressed. Today you will write these ideas in a rubric.

Materials
- Charted expected behavior from previous reading and writing lessons
- Chart paper, markers
- Drawing paper (one per student)
- Ruler
- Sample picture of you doing something well doing workshop time – with a brief explanatory sentence
- Sticky notes (to unpack standards)

Opening

- Reread the items on each behavior expectation chart, begun in lesson 2. Explain, when necessary, the meaning and implication of each bullet.
- As a class, decide to if there are any additional expectations not yet noted.
- Share with the class of how some people make checklist of things that need done. Ask if they can think of anyone who makes a list – sometimes of things to do.
• Discuss with the children that you would like to make a list of “Things To Do” during the workshop time – one that thinks about reading and writing. But that this list shouldn’t be sooo long that you can’t remember what’s on it.
• Decide as a group, the MOST important expectations. (The number you limit the rubric to is your choice.)
• After writing the agreed upon rules that will be in the rubric (see below), write/type them in a document that can be copied.
• Make your three columns and rate them (these can be as fun and creative as you and your class want).
• Explain the meaning of each rating system.
• Copy the class rubric, one per student and parent, for a future lesson.

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**Sample Class Behavior Expectations Rubric**

Name ____________________________________________

<table>
<thead>
<tr>
<th></th>
<th>😊</th>
<th>😏</th>
<th>😐</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sit on my bottom when I am on the rug.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look at and listen to the speaker (teacher or student).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wait my turn to talk when working with a partner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get my supplies quickly and quietly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I read or write the whole time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use my inside voice while working.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Ask the children to think about the expectation they know how to follow.
• Display your pre-made sample drawing, using reading or writing independent work time.
• Tell the students they will draw and label/write a sentence with the idea they just envisioned (to hang on a bulletin board, if desired).
• Point out your standards board. Unpack **ELACC1SL5: Add drawings** or other visual displays **to descriptions** when appropriate **to clarify ideas**, thoughts, and feelings, but adding sticky noted synonyms when necessary for the bolded words.
• Remind the children that when they go to their seat they will:
  o draw and label/write a sentence about their best expectation.
  o write in their writing notebook/folder when this work is complete.

**Work Time**

• Send students to their desk.
• On an additional piece of drawing paper, ask the children to draw and write a sentence (if able) about their picture that shows them making their best effort with one expectation. (Hang on bulletin board for display.)
• When the assigned task is completed and placed wherever you ask, students are to continue writing in their notebook - in any genre.
• Confer with students individually or with small groups, continuously keeping anecdotal records.

**Closing**

• Using a predetermined signal, gather students back together.
• Remind the children of the rule regarding carrying on a conversation and
answering in complete sentences.

- Point out your standards board and unpack **ELACC1SL6 Produce complete sentences** when appropriate to task and situation.
- Circle the verbs, underlining the nouns, and discuss their meaning.
- Write synonyms for the key words in the standard on sticky notes and post them on the standards board.
- Remind and point out standard ELACC1SL1b and ELACC1W5. Encourage the children to carry on conversations about the pictures they are looking at and discussing. Point out the “Possible Partner Sharing Stems” chart made in lesson 7.
- Each student will share the picture with their talking partner, taking turns.
- Listen in to conversations so you can provide compliments on complete sentences and “volleying conversations” at the end of this lesson.

### Reading Lesson 14: Introducing Readers to Books that Tell Stories and Books That Give Information

**Teacher Note**
This is an introductory lesson to the types of text. The anchor chart created will be a work in progress.
Be sure each student has a few informational books in his/her independent reading bag for today’s independent reading time.

**Materials**
- Standard written on chart paper with the part to be introduced today highlighted in some way another option is to only write the part of the standard to be introduced. **ELACC1RI5: Explain major differences in books that tell stories and books that give information**, drawing on a wide range of text types.
- Literacy and informational text that has been read and some that has not
- Chart paper/markers

**Opening**
- Transition students to the whole group meeting area using the established procedure.
- Hold up and flip through a few fiction and informational books you have read to the class so far at anytime during the day.
- Tell students you want to teach them something else readers do to become stronger readers. You might say, "We have learned already that to be a strong reader we must do things like increase our reading stamina, take care of books, read the pictures and the words, talk about stories we have read and preview books to name a few. Today I want to teach you another way to become a strong reader."
- Read the bold part of the standard **ELACC1RI5: Explain major differences in books that tell stories and books that give information**, drawing on a wide range of text types.
- Unpack the standard by telling students that this means readers know and
can talk about the big ways books that tell stories and books that give information are different.

- Show some of the literary books that have been read in read aloud so far. Tell students that these books are all literary text or fiction books.
- As you flip through the books ask students what they notice about books that tell stories.
- Discuss and list some of the characteristics of fiction books. Hopefully, someone will suggest that fiction books have a beginning, middle, and end. Some students may even come up with the structure of a story, as in setting, characters, problem, and solution.
- Guide students to the following conclusions about the characteristics of literary text and begin an anchor chart:

<table>
<thead>
<tr>
<th>Books That Tell Stories (Literary/Fiction)</th>
<th>Books that Give Us Information (Informational)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Beginning, middle, end</td>
<td></td>
</tr>
<tr>
<td>• Are not real</td>
<td></td>
</tr>
<tr>
<td>• Have pictures</td>
<td></td>
</tr>
<tr>
<td>• Tell stories</td>
<td></td>
</tr>
<tr>
<td>• Have beginning, middle and end</td>
<td></td>
</tr>
<tr>
<td>• Have setting, characters, a problem, events and resolution</td>
<td></td>
</tr>
<tr>
<td>• Tell Stories</td>
<td></td>
</tr>
<tr>
<td>• Can be pretend (imaginary)</td>
<td></td>
</tr>
</tbody>
</table>

- Next, hold up an informational book that has been read aloud recently. Tell students that the book is different than a fiction book— it has different characteristics that make it an informational text.
- Flip through the pages and share some of the differences. Point out the table of contents, the headings, photographs, captions, diagrams, glossary, index, etc. “
- Explain that the book does not have characters, problems or solutions. Let students know that nonfiction or informational texts are organized around specific topics and main ideas and can teach the reader something. It also gives you facts.”
- Set up the partner task by asking students to get with their reading partner or just turn to the person next to them. Tell student, “When I give you and your partner some of these informational books, your job will be to look
through books and notice what they see that is different than in the literary books."

- Listen in and support partnerships as needed.
- Call students back together and have partnerships share what they noticed.
- Together fill in the second column of the T-Chart with the information students have gathered from their books.

**Sample Chart - this chart should be a work in progress!**

<table>
<thead>
<tr>
<th>Books That Tell Stories (Literary/Fiction)</th>
<th>Books that Give Us Information (Informational)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Beginning, middle, end</td>
<td>• Index</td>
</tr>
<tr>
<td>• Are not real</td>
<td>• Table of contents</td>
</tr>
<tr>
<td>• Have pictures</td>
<td>• Photographs</td>
</tr>
<tr>
<td>• Tell stories</td>
<td>• Captions</td>
</tr>
<tr>
<td>• Have beginning, middle and end</td>
<td>• Headings</td>
</tr>
<tr>
<td>• Have setting, characters, a problem, events and resolution</td>
<td>• Diagrams</td>
</tr>
<tr>
<td>• Tell Stories</td>
<td>• Information ideas</td>
</tr>
<tr>
<td>• Can be pretend (imaginary)</td>
<td>• Has facts</td>
</tr>
<tr>
<td></td>
<td>• Glossary</td>
</tr>
<tr>
<td></td>
<td>• Teaches something to the reader</td>
</tr>
</tbody>
</table>

- Explain to students that today during independent reading they are to look through their reading bags and find one book that tells a story (literary) and one that gives information. If they wish to do more, they may sort their books into two piles, literary and informational.
- Ask students to be ready to share how the book that tells stories and the book that gives information are different (from their own reading bag).

**Work Time**

- Students get their independent reading bags and quickly move to their reading spots.
- Teacher circulates around the room observing, conferring and taking antidotal notes. Today teacher will focus on students being able to identify a literary and informational text and explain the differences.
Teacher may pull individual students to assess reading strengths and needs using running records.
Students will do a group share today, so do not select specific students for the Reader’s Chair.

Closing

Transition students to the whole group meeting area using established procedure.
Have all students bring their reading bags to share time. Remind students to place their reading bags on the floor in front of their own body.
Tell students that they will be sharing a little different today, “When I say literary book, I want everyone to hold up one literary book from your own reading bag. When I say informational book, I want everyone to hold up an informational book from your own reading bag.”
If time, ask a few readers to name one difference between literary and informational books.
Ask students what they learned today that will help them be stronger readers and review standard.

Writing Lesson 14: Writers Make the Most of Partners

Materials
- Chart paper, markers
- Reading Workshop anchor chart from lesson 14
- A seed idea for a story
- Partner Sharing Stem chart (previously made)
- Sticky notes (to unpack standard)

Opening

Remind the students of the discussion that occurred in today’s reading workshop lesson – that fiction text are stories that are made up by the author. They aren’t real/true and didn’t happen. Point out that narratives have characters that do something.
If you haven’t yet, unpack standard ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure, focusing predominantly on the bolded text.
Circle the verbs, underlining the nouns, and discuss their meaning.
Write synonyms for the key words in the standard on sticky notes and post them on the standards board.
Tell the children that today you want to teach them to think about a story and share that story with a partner.
Remind the children of the standard ELACC1SL1b: follow agreed upon
**Rule to “build on others’ talk in conversations by responding to the comments of others”** through multiple exchanges.

- Demonstrate with a student partner.
- Tell your story, leaving the ending, or some other significant part out.
- If the student doesn’t ask, help her find the words to ask you questions. Plant the words in her mouth and have her repeat you so the others learn from this demonstration.
- Recount your story again. Thinking as you draw and write on chart paper.
- When you come to a word that a 1st grader will need help, use your alphabet chart.
- Emphasize that you use the chart only for the trickiest parts, not for every word.
- Stop at only one or two sounds and refer to the alphabet chart. Move quickly through the rest of the sentence and do not use the alphabet chart. Demonstrate that writers only use the chart when they need it.
- Have the children think a moment of a story they’d like to tell.
- Share that story with a partner.
- Remind the children when they return to their seats that their partner is there for support.
- Remind the children also to use the alphabet chart only when they need it during writing today.

**Work Time**

- Send the children off to write/draw in their notebooks/folders.
- Begin conferring with individuals and/or small groups, continuously keeping anecdotal records.
- Point out the initiative of a student using the alphabet chart to write quickly and only use the chart for needed words.

**Closing**

- Using a predetermined signal, gather students back together at the carpet, bringing their writing with them.
- Allow students to share what they wrote with their partner. Encourage them to ask, “Questions or comments?” (i.e., compliments or suggestions to clear up any confusion.)
- With this sharing, circulate. Listen for any exemplary partnerships.
- Share with the group what you heard.
- Add on to the previously made Partner Sharing Stems chart of the comments that you heard in today’s closing.
Possible Partner Sharing Stems:

- I’m writing about __________.
- Could you tell me more about __________?
- Can you show me where that part is in the picture?
- I was wondering ____________
- How about adding __________________?  

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**Reading Lesson 15: Readers Ask Questions About the Text They are Reading**

**Teacher Notes**
The lesson focuses only on the underlined part of the reading standard as seen below.
It is a good idea write the complete standard out on chart paper and highlight the parts that you will introduce.
The extended text you are reading aloud for this unit would work well in this lesson.
The extended text could be used for follow up ask and answer question practice.
The questions could be reviewed each time you read more of the text aloud.
Students could practice answering questions as well.

**Materials**
Standard written on chart paper- **ELACC1RL1: Ask** and answer **questions about** key details in a text.
Read aloud literary text (see list at the beginning of unit for ideas)
Document camera (if possible)
Chart paper
Markers

**Opening**
- Transition students to the whole group meeting area using the established procedure.
- Tell student that today the they will learn how to do something that readers do to help them understand what they read. They are going to ask questions about a text. Remind students that a text is anything we read.
- Read aloud the standard that is written on chart paper **ELACC1RL1: Ask** and answer **questions about** key details in a text. (Use highlighting tape or a
yellow marker to highlight the part of the standard to be introduced.) To further unpack the standard the teacher might say: “Sometimes when I am reading I ask myself questions to help me understand what I read. When I read to you all, you often ask questions about the book. That is what readers do, they ask questions. We are going to practice asking questions with the book we read today.”

Teacher Note - Before introducing the book, make sure the pictures will be clearly visible to all students as you will use the pictures to ask questions during the reading. Displaying the book with a document camera is ideal.

- Introduce the book to be read aloud today. This book could be tied with any content area, but needs to be a story.
- Preview the text modeling asking a few, “I wonder…” questions. Such as What

- Recording the questions on chart paper (leaving enough room to write answers to them) is an option.
- Model asking questions about the text, throughout the reading, and invite students to ask questions as well.
- After reading aloud tell students
- Tell students that now they will have a chance to ask a partner some questions they have about the text.
- Review agreed upon rules to use during conversations (Turn and Talk Poster).
- Select a student to help you demonstrate asking questions with a partner. Use the questions recorded on the chart or your own questions however, make sure they are about that text.
- Allow time for students to practice asking questions, about the text, with a partner. Listen in to the students as they share.
- After students have had a chance to ask questions, praise students for doing a great job asking questions with their partners. You may ask some of the students to share a question they asked their partners.
- Transition students to work session by saying something such as, “Today when you are reading by yourself, I want you to think of questions you have about the book you are reading. This will help you understand what your book is about. (You may need to emphasize that the questions can come from the pictures!)

Work Time

- Students get their independent reading bags and quickly move to their reading spots.
- Teacher confers with students, assessing reading strengths and weakness by using, DRA2, running records or conversations accompanied by antidotal notes. During the conferring time select a few students to share in the Reader’s Chair. The sharing time should reflect the mini lesson content.

Closing
- Transition students to the whole group meeting area using established procedure.
- Students selected to share in the Reader’s Chair will share about questions they had as they read.
- Review standard and remind students that asking questions as we read helps us to understand what we are reading even better!

### Writing Lesson 15: Writers Tell their Stories in Correct Order

**Teacher Notes**
- During closing today, allow the children to evaluate their work in reading and writing workshop so far this school year from the rubric made in lesson 13.
- This rubric should be run off and sent home to parents, with a note communicating the expectation of the school year.

**Materials**
- Copies of the class rubric (built in lesson 13)
- Sentence strips with story written on separate strips (for ordering in this lesson)
- A seed of a story idea – one the involved the class
- Picture story with three sequenced events displayed on index cards (enough so that teams of two or three could share) [This could be events from a class story or a familiar picture book.]

**Opening**
- Remind the children of the standard ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- Unpack and focus today on the bolded text.
- Tell the children that when they share a story it’s important to tell the story in the correct order or sequence.
- Give an example of a familiar story not told in incorrect order.
- Share the story in correct order.
- Share your new story aloud, one that involves the majority of the class.
- Display the sentence strips of this story in incorrect order.
- Ask the children to help you rearrange the story so that it’s in the correct order.
- Remind the children of the importance of correct sequential order.
- Tell the children that you would like them to do order the story written on index cards with a partner.
- Hand out the index cards (three events that tell a story) to each of the partnerships. [This could be events from a class story or a familiar picture book.]
• Ask the teams to work together to put the story in correct order.
• Discuss the correct order as a whole class.
• Have the children think a moment of a story they’d like to tell.
• Share that story with a partner.
• Remind the children when they return to their seats that their partner is there to remind them of what they said if they can’t remember.
• Remind the children also of the importance of today’s lesson: Telling the events of the story in correct sequence

Work Time

• Send students to their desk.
• Begin conferring with individuals and/or small groups, continuously keeping anecdotal records.

Closing

• Using a predetermined signal, gather students back together.
• Tell the students that during writing time today, they will be asked to evaluate their effort during writing workshop in the last five days.
• Read the rubric the class made in lesson 13.
• Explain how they assess themselves on the document...
  o Read across each line (with a ruler, if needed) and place an X the column that defines them best.
• Read the rubric aloud and allow the children to score their effort.
• Allow the children to evaluate their effort in reading and writing workshop this week.

This assessment can be done at their seats before joining you at the carpet, if preferred.
PROFESSIONAL RESOURCES

- [http://readingandwritingproject.com/resources/workshop-materials.html](http://readingandwritingproject.com/resources/workshop-materials.html) (This site contains many excellent resources including examples of classroom charts and student writing.)
- [http://www.julieballew.com/A_Literate_Life/Photos/Pages/Anchor_Charts.html](http://www.julieballew.com/A_Literate_Life/Photos/Pages/Anchor_Charts.html) (sample charts)
- [http://bit.ly/Nh9Nw0](http://bit.ly/Nh9Nw0) (Scholastic has posted many of Jeff Wilhelm's popular handouts for establishing "think-aloud" routines and other metacognitive habits with students.)
- [Writer's Workshop: The Essential Guide](http://www.julieballew.com/A_Literate_Life/Photos/Pages/) by Ralph Fletcher
- [How Writers Work](http://www.julieballew.com/A_Literate_Life/Photos/Pages/) by Ralph Fletcher
- [Launching the Writing Workshop: A Step-by-Step Guide in Photographs](http://www.julieballew.com/A_Literate_Life/Photos/Pages/) by Denise Leorandis
- [Reading With Meaning](http://www.julieballew.com/A_Literate_Life/Photos/Pages/) by Debbie Miller
- [Power Reading Workshop: A Step-By-Step Guide](http://www.julieballew.com/A_Literate_Life/Photos/Pages/) by Laura Candler
- [Growing Readers](http://www.julieballew.com/A_Literate_Life/Photos/Pages/) by Kathy Collins
- [The Daily 5](http://www.julieballew.com/A_Literate_Life/Photos/Pages/) by Gail Boushey & Joan Moser
- Margaret Braswell's First Grade Classroom (pictures)
- [Lucy Calkins Units of Study (Primary Writing Kit)](http://www.wrsd.net/literacy/launch.cfm) (This site contains launching ideas for grades k-5)
- [http://www.thelearningpad.net/](http://www.thelearningpad.net/)
- [http://www.gwinnett.k12.ga.us/gcps-mainweb01.nsf](http://www.gwinnett.k12.ga.us/gcps-mainweb01.nsf)

VOCABULARY

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