



## READING WORKSHOP: HOW IT “WORKS” FOR ME

---

---

---

---

---

---

---

---

### GETTING STARTED

- “The First 20 Days” (Guiding Readers and Writers by, Fountas and Pinnell)
- Weekly Journal Letters
  - [Example](#)
  - [Rubric](#)
- Tic Tac Toe
  - [Example 1](#)
  - [Example 2](#)
  - [Example 3](#)



---

---

---

---

---

---

---

---

### MINI-LESSON

- [GLEs](#)
  - Literature
  - [Technology](#)
    - [Brain Pop/Brain Pop Jr](#)
  - [Extra practice](#)
- Partners
- [“Quick Checks”](#)



---

---

---

---

---

---

---

---

## STATIONS

- “Turning Our Reading into Learning”
- “I Must...”/“I Can...”
- Stations
  - Norms

---

---

---

---

---

---

---

---

## SMALL READING GROUPS

- Schedule
- Individual Conferences
- Accountability

---

---

---

---

---

---

---

---

## RESPONSE LOGS/SHARING

- Schedule
- Share Time

---

---

---

---

---

---

---

---

September 2, 2010

Dear Class,

The first thing I thought about when I read Salt in His Shoes is how I knew who Michael Jordan was, but I didn't know anything about what was written in this book. I didn't know that he'd been very short and wanted to be taller. I didn't know that his mom put salt in his shoes and prayed for him. I think about how much time he spent practicing, and I'm not surprised that he was such a great basketball player.

Another thing I noticed was the fantastic pictures in this book. They really helped me to better understand the story and enjoy it more.

I also really enjoyed this book because it showed how close of a family Michael had. That reminded me of my family and how special they are to me.

Love,

Mrs. Clark

Weekly Journal Letter Rubric

\*Parts of a letter 0 5

\*Book title 0 5

\*Book info. 0 3 5

\*Evidence of

thinking 0 3 5

\*On time 0 5

Weekly Journal Letter Rubric

\*Parts of a letter 0 5

\*Book title 0 5

\*Book info. 0 3 5

\*Evidence of

thinking 0 3 5

\*On time 0 5

Weekly Journal Letter Rubric

\*Parts of a letter 0 5

\*Book title 0 5

\*Book info. 0 3 5

\*Evidence of

thinking 0 3 5

\*On time 0 5

Weekly Journal Letter Rubric

\*Parts of a letter 0 5

\*Book title 0 5

\*Book info. 0 3 5

\*Evidence of

thinking 0 3 5

\*On time 0 5

Weekly Journal Letter Rubric

\*Parts of a letter 0 5

\*Book title 0 5

\*Book info. 0 3 5

\*Evidence of

thinking 0 3 5

\*On time 0 5

Weekly Journal Letter Rubric

\*Parts of a letter 0 5

\*Book title 0 5

\*Book info. 0 3 5

\*Evidence of

thinking 0 3 5

\*On time 0 5

<p>Work on your assignment for your small reading group.</p>	<p>In the “Responses” section of your journal, write about a book that reminded you of something in your own life.</p>	<p>Read silently.</p>
<p>In the “Responses” section of your journal, write about a book that reminded you of something in the world around you.</p>	<p>Complete your weekly journal letter.</p>	<p>In the “Responses” section of your journal, write about a book that reminded you of another book.</p>
<p>Buddy Read with someone beside you.</p>	<p>In the “Responses” section of your journal, draw a picture of your mental image while reading.</p>	<p>Write a book recommendation.</p>

<p>In the “Responses” section of your journal, draw a picture of your mental image while reading.</p>	<p>In the “Responses” section of your journal, write about a connection that you made as you were reading.</p>	<p>Write a book recommendation.</p>
<p>Listen to a book on CD. In the “Responses” section of your journal, write about the book you listened to.</p>	<p>Complete your weekly journal letter.</p>	<p>Buddy Read with someone beside you.</p>
<p>Update your “Reading List” in your journal.</p>	<p>Work on your assignment for your small reading group.</p>	<p>Read silently.</p>

<p>Work on your assignment for your small reading group.</p>	<p>Complete “Word Map” for one (1) word from a book you read.</p>	<p>Update your “Reading List” in your journal.</p>
<p>Buddy Read with someone beside you.</p>	<p>Complete your weekly journal letter.</p>	<p>Listen to a book on CD. In the “Responses” section of your journal, write about what the book reminded you of.</p>
<p>Write a book recommendation.</p>	<p>In the “Responses” section of your journal, draw a picture of your mental image while reading. Don’t forget to explain your visualization.</p>	<p>Read silently.</p>





	LITERATURE						TECHNOLOGY		EXTRA PRACTICE
	Miss Nelson is Missing!								
	Officer Buckle and Gloria						Smart Exchange		
	Let's Eat!	Salt in His Shoes					Smart Exchange		
	The Patchwork Quilt						Smart Exchange		superteacherworkshee
	Have You Seen Bugs?						Smart Exchange		
	Cherries and Cherry Pits						Smart Exchange		
	The Spooky Tail of Prewitt Peacock						Brain Pop/ Jr.		superteacherworkshee
	Aunt Flossie's Hats (and Crab Cakes Later)						Brain Pop/ Jr.		superteacherworkshee
	The Pumpkin Runner								
							Smart Exchange		superteacherworkshee
	Hair For Mama						Smart Exchange		superteacherworkshee
	The Funny Little Woman						Brain Pop Jr.		superteacherworkshee
	The Lucky Star						Smart Exchange/ Brain Pop Jr		superteacherworkshee
	Fred Stays With Me/ A Dog's Life								
							Smart Exchange/Brain Pop / Jr.		superteacherworkshee
acters	The Paper Bag Princess						Smart Exchange/ Brain Pop Jr		superteacherworkshee
	Julius, The Baby of the World						Smart Exchange/Brain Pop Jr.		
	Boundless Grace						Smart Exchange/Brain Pop Jr.		superteacherworkshee
	City Green						Smart Exchange/Brain Pop Jr.		superteacherworkshee
	Alexander, Who's Not (Do you hear me?)								superteacherworkshee
	Brave Harriet						Smart Exchange/ Brain Pop Jr.		
	Reptiles						Smart Exchange/ Brain Pop Jr.		
	What is a Bat?						Smart Exchange/ Brain Pop Jr.		
	Flashy Fantastic Rainforest Frogs						Smart Exchange/ Brain Pop Jr.		
	Wilma Unlimited						Smart Exchange		superteacherworkshee
	I Can Read About Planets						Smart Exchange		
							Brain Pop		
g	The Girl Who Loved Wild Horses/ A Day's Work						Knots on a Counting Rope		







## Poetry Station

### I MUST:

- Read a poem in the basket.
- Answer questions about the poem in my reading journal.

### I CAN:

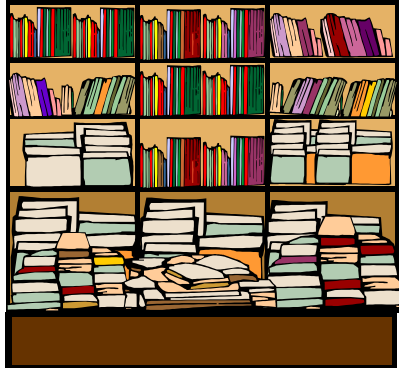
- Fill out a poetry bookmark for my favorite poem.
- Make a list of words you like in the poem in my journal.
- Write my own poem in my journal.
- Revise/edit my poem.
- Explain and describe a poem in my journal.
- Read a poem to a partner.
- Copy a favorite poem in my journal.



## Buddy Reading Station

### I CAN:

- My buddy and I can read the same pages silently.
- My buddy and I can take turns reading out loud.
- My buddy and I can read two books and talk about how they are different and how they are the same.
- My buddy and I can take turns asking each other questions about what we read.
- My buddy and I can discuss (talk about) the questions together.
- My buddy and I can write down the questions we talked about.
- My buddy and I can write any other questions we have about the book.
- My buddy and I can write a summary (tell me about the book) of the book.
- My buddy and I can work on an assignment for our reading group.



## Classroom Library Station

I CAN:

- Read a book.
- Choose a new book from the baskets.
- Write a recommendation about my favorite book.
- Use a post it and write down a question I have about a book. Then I can put the post-it in my journal.
- Use a post it and write down connections I made in a book. Then I can put the post-it in my journal.
- Work on an assignment for my reading group.



## Spelling Station

### I MUST:

- Write my spelling words in my journal 3 times each.

### I CAN:

- Use the letter tiles to make my spelling words.
- Write down words that are in the same family as my spelling words.
- Write down words that rhyme with my spelling words.
- Write your words in my journal.
- Look for other words in my spelling words and write them in my log.
- Quiz a partner with a whiteboard.
- Play a spelling game on [www.spellingcity.com](http://www.spellingcity.com).



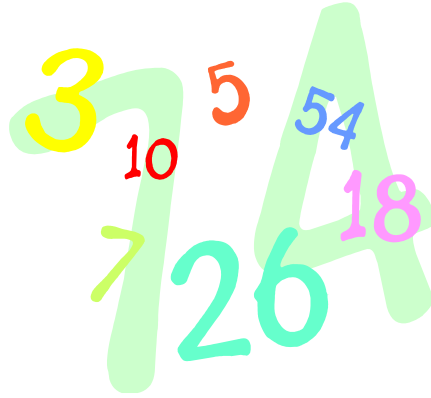
## MAP Station

### I MUST:

- Complete the MAP activity in the tub.

### I CAN:

- Review my answers with a partner.
- Create new questions that match the story and write them in my journal.
- Write some test-taking tips in my journal.
- Visit <http://www.pearsonlongman.com/ae/marketing/sfe/sl/practicereading.html> and take a practice test.



## Math Station

### I MUST:

- Complete the math problems in the tub.

### I CAN:

- Write down any addition, subtraction, multiplication, or division facts in my journal.
- Complete pages in my math journal that are not finished.
- Take turns showing times on a clock and asking a partner what time it is.
- Play an Everyday Math game online.
- Create math problems on a whiteboard and have a partner solve them.
- Write a letter to Mrs. Clark about something in math that is hard for me.



## Science Station

I CAN:

- Complete any of the activities in the tub.

# SPELLING



# STATION



**BUDDY**

**READING**

# STATION

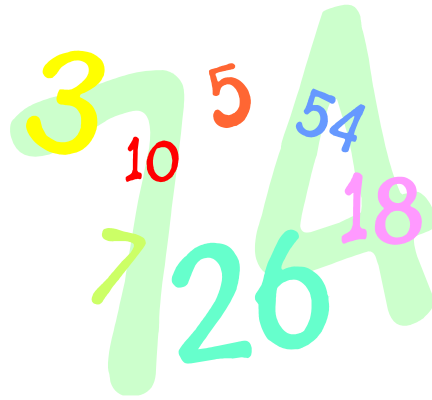


## **POETRY STATION**

## **CLASSROOM LIBRARY STATION**



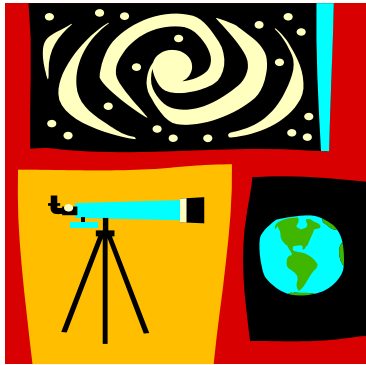
**MATH**



**STATION**



**MAP STATION**



# SCIENCE STATION

# How Do I Record My Time At A Station?

1.Date

2.Name of Station

3.What you did:

- I read Brave Harriet. It was very interesting. I'm wondering if Harriet ever flew again.
- I played Fraction Top It on my computer. I wanted to practice my fractions.
- I had a discussion with my reading group. Bella made a text to self connection.
- I read Reptiles with Trent. We took turns reading pages and making our reading sound like talking.

	WEEK OF: _____	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	8:15-8:35(Mini-Lesson)  Strategy  Lesson Plan					
	8:35-8:55 (Reading Group)  Level ----- Book ----- Assignment ----- Response	YELLOW	BLUE	YELLOW	BLUE	YELLOW
	8:55-9:15(Reading Group)  Level ----- Book ----- Assignment ----- Response	RED	RED	RED	RED	PURPLE
	9:15-9:35 (Reading Group)  Level ----- Book ----- Assignment ----- Response	GREEN	ORANGE	ORANGE	ORANGE	ORANGE



**Literature Discussion Group Checklist**

- \_\_\_\_\_ Did I come to group the 1<sup>st</sup> time I was called?
- \_\_\_\_\_ Did I bring the right materials?
- \_\_\_\_\_ Did I finish my assignment?
- \_\_\_\_\_ Did I participate in discussion? (No “hogs” or logs”)
- \_\_\_\_\_ Was I an active listener?

**Literature Discussion Group Checklist**

- \_\_\_\_\_ Did I come to group the 1<sup>st</sup> time I was called?
- \_\_\_\_\_ Did I bring the right materials?
- \_\_\_\_\_ Did I finish my assignment?
- \_\_\_\_\_ Did I participate in discussion? (No “hogs” or logs”)
- \_\_\_\_\_ Was I an active listener?

**Literature Discussion Group Checklist**

- \_\_\_\_\_ Did I come to group the 1<sup>st</sup> time I was called?
- \_\_\_\_\_ Did I bring the right materials?
- \_\_\_\_\_ Did I finish my assignment?
- \_\_\_\_\_ Did I participate in discussion? (No “hogs” or logs”)
- \_\_\_\_\_ Was I an active listener?



# Story Elements

ELA3R3: e, f



---

---

---

---

---

---

---

---



## Characters



Characters may be people, animals, or objects that the author uses to tell the story. As you read, write the names of the characters found in the story.

Character's Name	Write something that the author has written about this character.

---

---

---

---

---

---

---

---



## Setting



Writers always let the reader know where and when the story is written. Look for clues that the writer gives about the setting.

Facts that show WHEN this story happened	Facts that tell WHERE this story took place	Other places in the story – did it all happen in the same place?

---

---

---

---

---

---

---

---



## Conclusion

At the end of the story the author brings all of the action to a conclusion, or a close. The conclusion tells how all of the events worked out for the characters.

Write a sentence or two about the conclusion. Explain how things worked out for the characters.

---

---

---

---

---

---

---

---

## Main Idea

A main idea may be a big situation facing the characters, and how they reacted. It may also be a lesson learned in reading the story. Sometimes a single sentence can tell the main idea of a story.

What is the MAIN idea of the story you have just read? Can you find three facts that prove this idea is important?

---

---

---

---

---

---

---

---