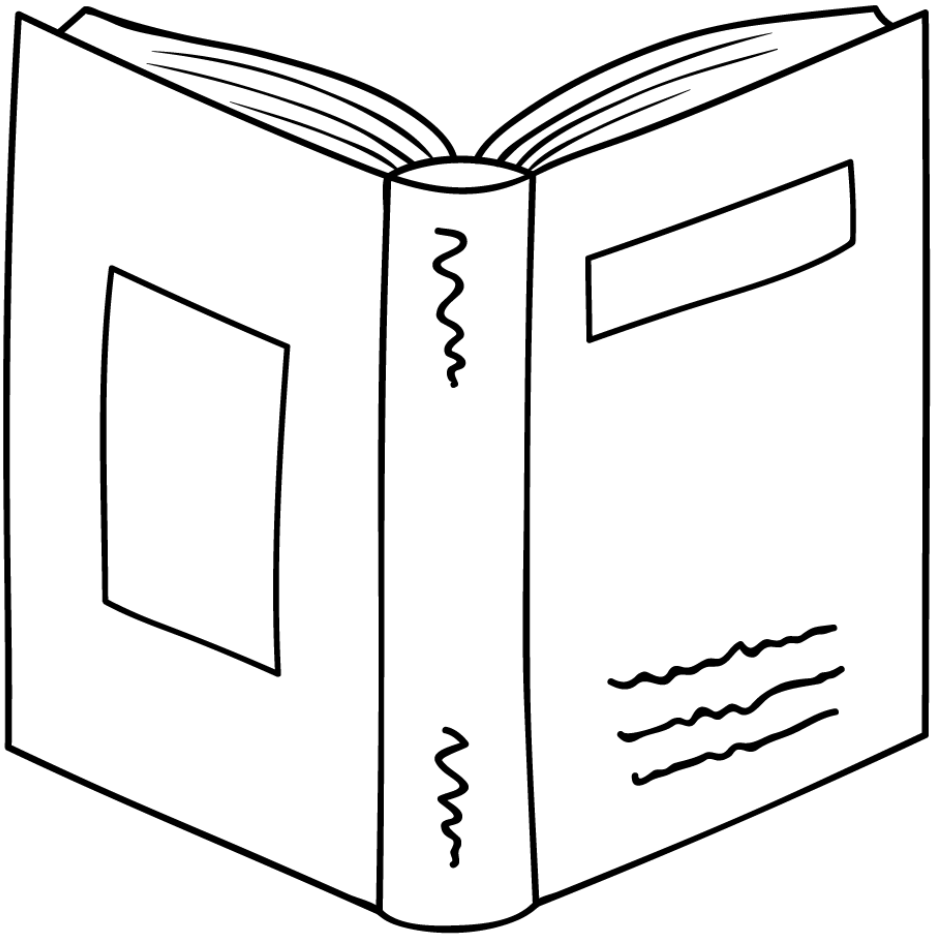
READER'S WORKSHOP

★ FIRST GRADE ★



SUSAN JONES

IN THIS UNIT:

- Introduction:
  - I answer some questions about what my literacy block looks like and the components of Reader's Workshop used in my first grade classroom.

- Scope & Sequence:
  - Each month has an overview of topics taught.
  - These are not "set in stone" and your week's lessons may vary due to seasonal breaks as well as when you actually start and end school.
  - That being said, these lessons and topics are what I teach *in order* from the beginning of the school year through the end.

- **34 Weeks of Daily Lessons!!!**
  - That's 170 daily lessons for you to print and use right away in your first grade classroom.
  - Most schools teach 180 full days, so those "missing" 10 days account for repeated lessons, field days, field trips, and all sorts of other days that come about where you may not get a FULL reader's workshop lesson in.
  - Basically, you will have more than enough for an entire year of lessons!
  - The lessons often include a book that helps teach the skill(s) of the week, a guided lesson to teach with an anchor chart idea (when appropriate), and some ideas for small group guided reading.
  - Any activities or recording sheets that would be used will be included!

- Also included: My interactive read aloud unit with lessons!
  - I chose to include this because so many of the texts and lessons are ones I would use throughout the year during my Reader's Workshop block. Why re-invent the wheel, right?!
  - Many lessons will not need these books, and instead, you can choose any book of your choice – but the books in my IRA pack were chosen because of their ability to teach a specific skill, so I wanted to be sure to include them.

INTRODUCTION:

- **Before I get started, I know there are different "versions" of Reader's Workshop, but this unit has been created with the following ideologies:**
  - A focused, planned read aloud is essential to student learning. Students must see and hear a teacher model the skills being taught. I also find my students learn to LOVE reading by listening to stories.
  - An explicit skill will be taught each day. The skills vary greatly from reading habits, to decoding strategies, to comprehension skills and more. Each skill is defined, modeled, and then practiced.
  - The majority of time is spent *independently reading*. Students work up enough stamina to read for 20 minutes at a time from a book bin that is filled with an equal amount of "just right" books and student choice books.

- **Reader's Workshop Block (40-45 minutes):**

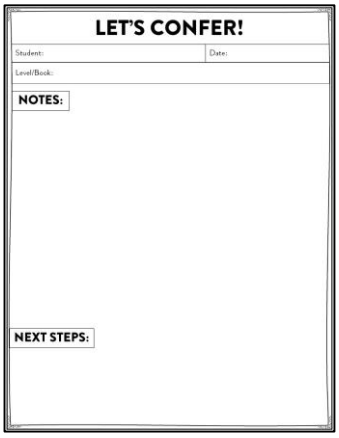
10-15 minutes	Intro to lesson: ▪ Teacher introduce/review skill ▪ Teacher models through **read aloud**
5 minutes	Shared Practice: ▪ Students practice skill taught using read aloud book
20-25 minutes	Independent Reading: ▪ Students read independently from their book boxes ▪ Sometimes students will partner read for the last 5 minutes ▪ During this time, teacher meets with small guided reading groups.
5 minutes	Closing: ▪ Teacher reviews skill taught, students share learning ▪ Highlight student learning

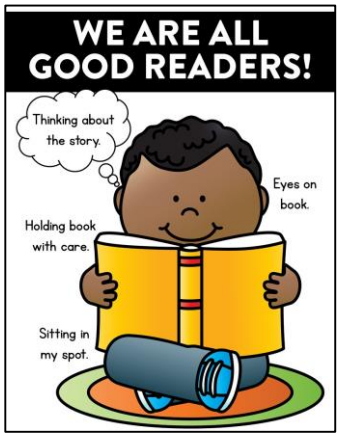
*During the beginning of the year, my lessons may be a bit longer, while students build up to 20 minutes of independent reading.
Please note: I have worked in schools with a 45 minute RW block and a 1hr, 20 minute block. When it is longer, we built up to 30 minutes of independent reading so I could see more guided reading groups. I also used a portion of that time as my phonics block.. See below.

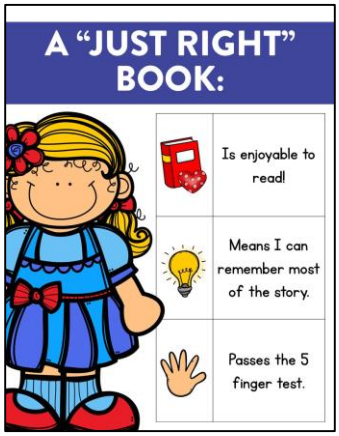
- **What about Phonics?**
  - I have always included a **separate** phonics block in my schedule.
  - It is reserved for direct, explicit phonics. See blog post, here: http://susanjonesteaching.com/a-week-of-phonics-instruction/
  - It is a **short** chunk of time: 10 minutes or so.
  - I also teach/review different phonics patterns in my guided reading groups. This way I can differentiate based on the books/levels they are reading at that time.

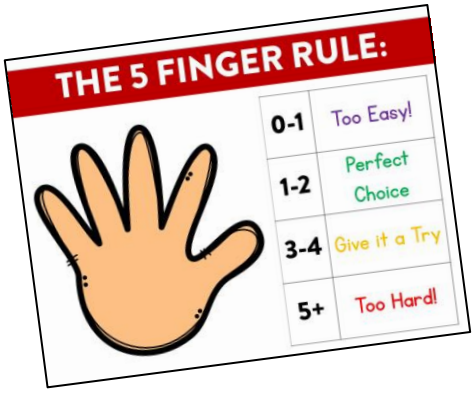
ANCHOR CHARTS & ACTIVITIES REFERENCE GUIDE:

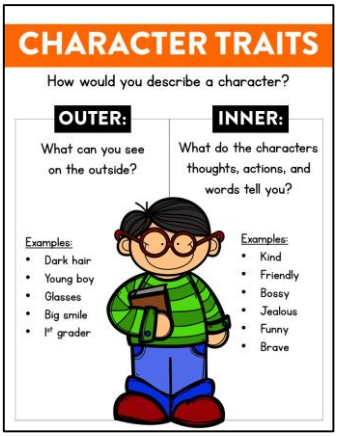
Anchor charts and reference/activity sheets are linked throughout the daily lessons as they are used. I decided to have a page outlining all of them so you can easily access them. Just click on the anchor chart/activity you want or need.

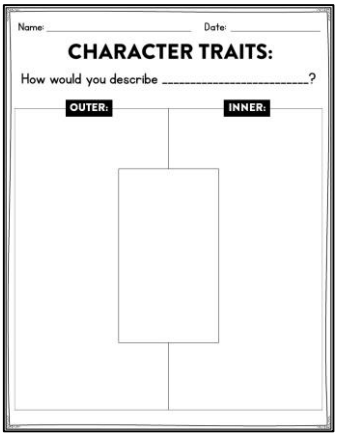


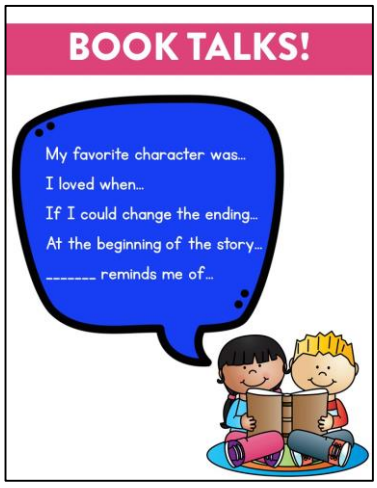


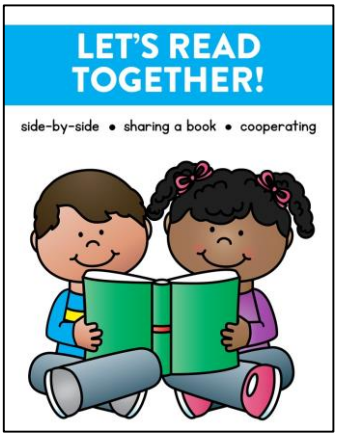








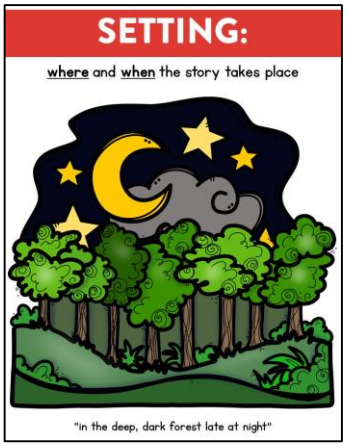


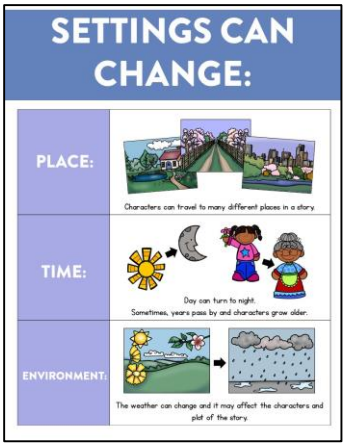


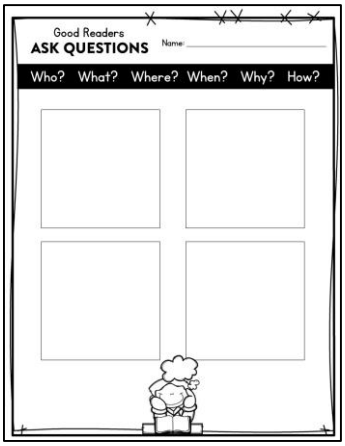
Q: Do you print out and hang EVERY anchor chart?

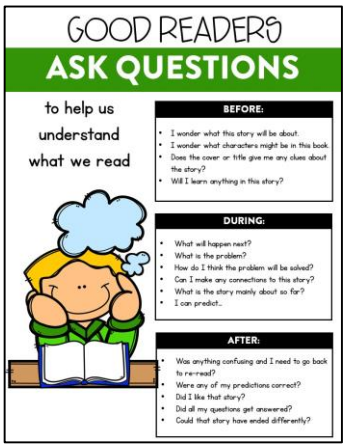
A: I do print them all out and keep them in a binder, so I can quickly access them for a daily lesson or small group lesson. I also hang *some* of them for weeks at a time because we reference it often. When I had a smartboard or projector readily available, I would often display it visually for a lesson or two and then put it back in my binder.

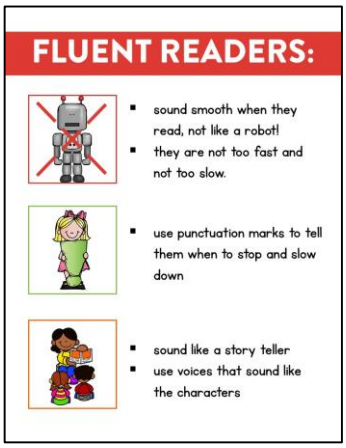
ANCHOR CHARTS & ACTIVITIES REFERENCE GUIDE:

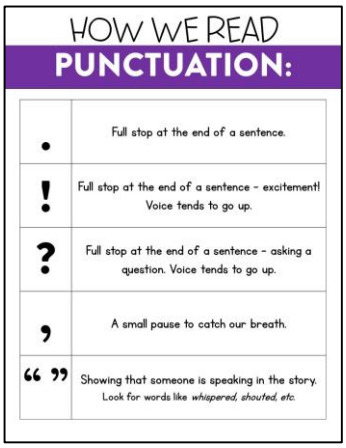


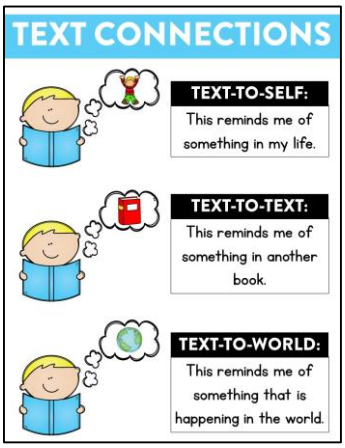


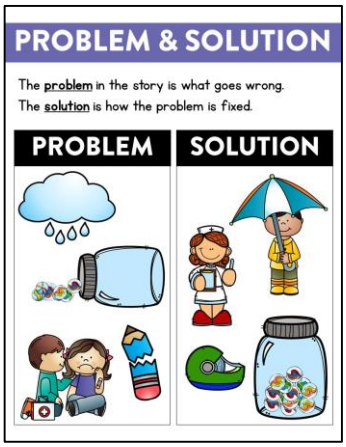


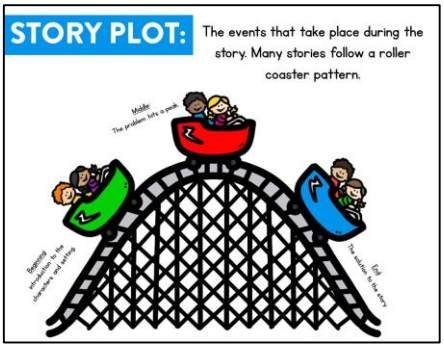












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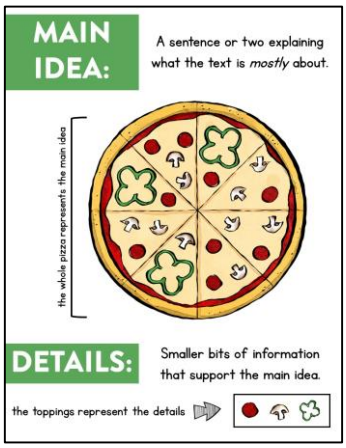
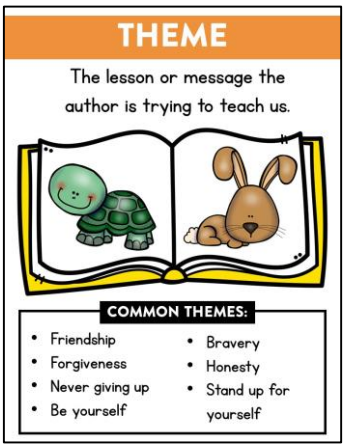
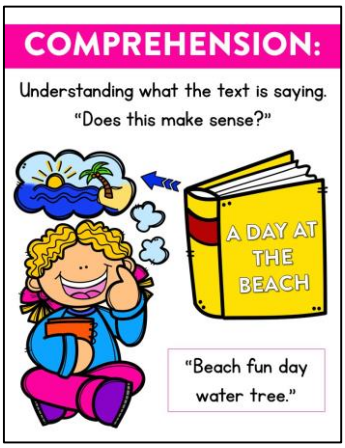
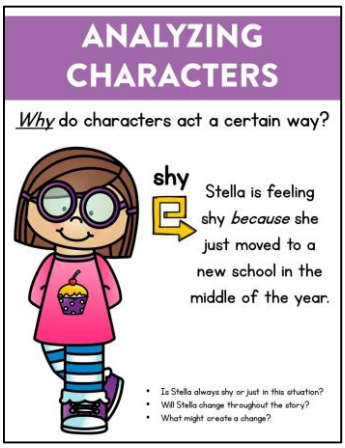
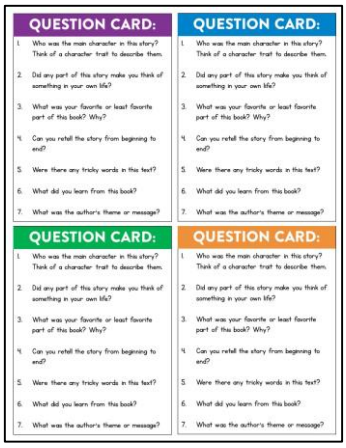
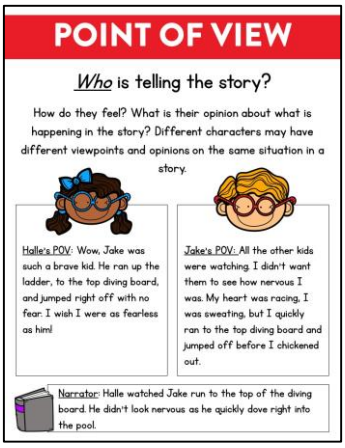


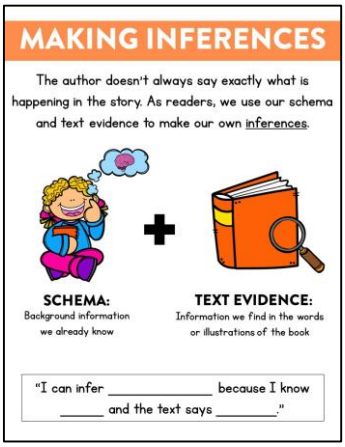


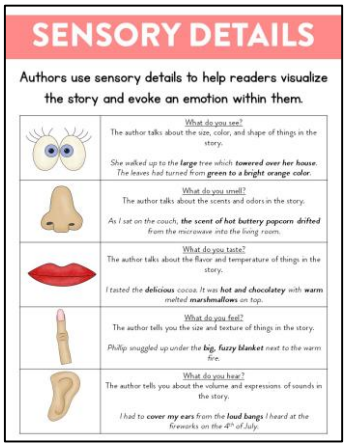


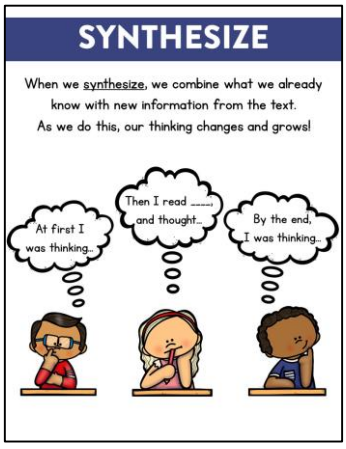


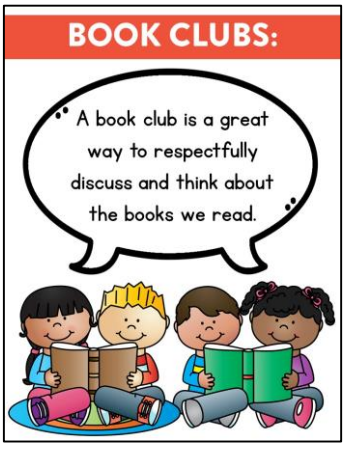


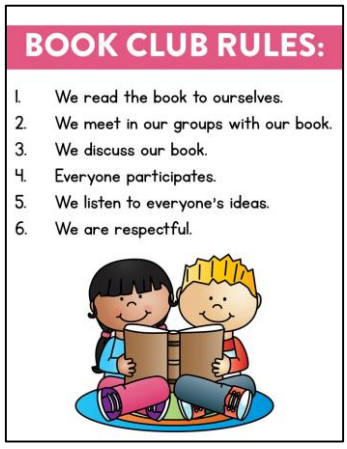












SCOPE & SEQUENCE:

AUGUST:

- What is Reader's Workshop?
  - Looks like, sounds like, expectations
- What's in our book boxes?
  - How many books, different types of books, tools
- Habits of good readers:
  - how to read a story
  - illustrations and text

SEPTEMBER:

- Building our stamina!
- What good readers do *before* they read (schema, book preview, make predictions)
- I'm stuck on a word!
  - decoding strategies
- Let's meet the characters:
  - character traits
  - character feelings & actions

OCTOBER:

- Partnerships in reading
  - How can we help each other become better readers?
- Setting & Story Elements:
  - identify setting (time & place)
  - compare settings
  - setting affects plot
- Retelling:
  - identifying B, M, E
- Good readers ask questions

NOVEMBER:

- It's all about Fluency.
  - What is fluency?
  - Why is it important?
  - Ways to practice fluency.
- Readers make connections
  - text to self
  - text to text
  - text to world

SCOPE & SEQUENCE:

DECEMBER:

- "Did that make sense?"
  - Checking in while you read.
- Let's identify the problem & solution
- Let's identify the cause & effect

JANUARY:

- Readers read *everything!*
- Nonfiction deep dive!
  - Nonfiction text features:
  - Photographs
  - Labels
  - Captions
  - Table of Contents
  - Headings
  - Diagrams
  - Bold print
  - Glossary & Index
  - Different types of nonfiction

FEBRUARY:

- Why do we read?
  - We read to learn
  - We read to HAVE FUN!
  - We read to get away
- What's the big deal?
  - Identifying the main idea
  - Supporting details
- Theme of a story

MARCH:

- What does *comprehension* really mean and why is it so important?
- Checking in with partners!
- What is important while we read?
  - How will I know what to remember?
- Let's revisit our characters:
  - Character changes
  - Character comparisons
  - A character study

SCOPE & SEQUENCE:

APRIL:

- Digging deeper into our texts:
  - Let's identify the point of view
  - We can make inferences
  - Is the author evoking any senses or emotions?

- Readers read *everything* (part 2)
  - Series
  - Poetry
  - Biographies
  - Folktales
  - Fairy Tales
  - Fables

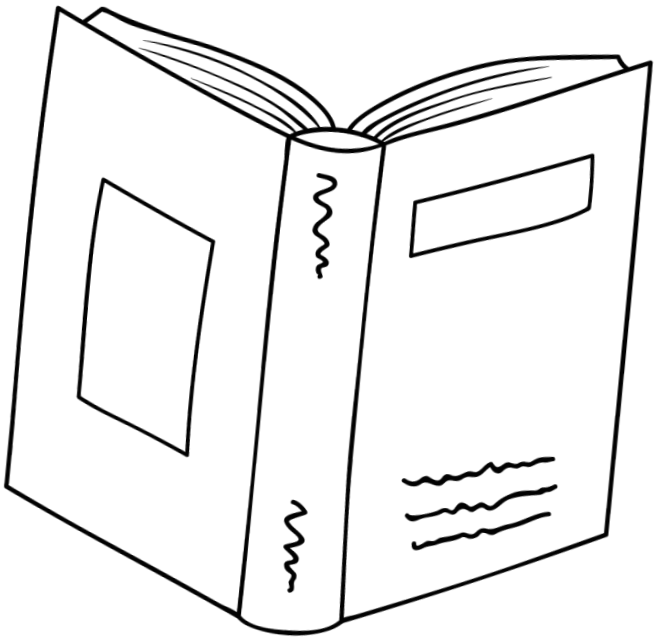
JUNE:

- How do we reflect on reading?

- Good readers use ALL the skills they've learned!

MAY:

- What's better than a reading partnership? A book CLUB!
  - How we can talk about our books with our friends!



	Week:	Overview:
AUGUST	1	What is Reader's Workshop? Student & Teacher roles
	2	Our Book Bins: What's inside and Ways to Read a Book
SEPTEMBER	3	Building our Stamina, Exchanging Books
	4	What Good Readers Do *before* They Read & Decoding Strategies
	5	Decoding Strategies & Let's Meet Characters
	6	Let's Meet Characters, continued
OCTOBER	7	Partnerships in Reading
	8	Setting
	9	Retelling the plot (Beginning, Middle, End)
	10	Good Readers Ask Questions
NOVEMBER	11	Fluency!
	12	Visualizing and Making Connections (text-to-self)
	13	Making Connections (text-to-text, text-to-world)
DECEMBER	14	Comprehension Check ins & Intro to Problem & Solution
	15	Problem and Solution, Cause & Effect

	Week:	Overview:
JANUARY	16	Let's Review and Revisit
	17	Readers Read all Different Texts!
	18	Nonfiction Deep Dive: Vocabulary & Text Features
	19	Nonfiction Deep Dive: Text Features
FEBRUARY	20	Why do we read? Entertainment, Information, Take Our Minds Away
	21	Main Idea and Details (Fiction and Nonfiction)
	22	Theme
MARCH	23	What is *Comprehension*?! What's Important to Remember?
	24	Checking in with Partners
	25	Coming Back to Characters: Characters Change
	26	Coming Back to Characters: Comparing Characters, Character Studies
APRIL	27	Digging Deeper: Identify POV, Inferring
	28	Digging Deeper: Emotions, Let's Synthesize
	29	Readers Read Everything! (Series, Poetry, Biographies)
	30	Readers Read Everything! (Folk Tales, Fairy Tales, Fables)

	Week:	Overview:
MAY	31	Book Clubs
	32	Book Clubs
JUNE	33	Let's Reflect on Reading: Review Prior Skills
	34	Let's Reflect on Reading: Review Prior Skills

RW INTRO

WEEK ONE OVERVIEW

BIG IDEA: This is your first week introducing Reader's Workshop! You will be laying down all the groundwork over the next couple weeks. The lessons may seem monotonous at times, but they are essential to making sure RW runs smoothly throughout the rest of the year.

Lesson	Topic	Read Aloud:	Guided Reading Groups:
1	What is RW? How do we treat our books?	Book of your choice: Active listening during read aloud.	• Walk around, confer with students 1-on-1
2	RW Looks Like: What students are doing	Book of your choice: Active listening during read aloud.	• Walk around, confer with students 1-on-1
3	RW Looks Like: What teacher is doing	Book of your choice: Active listening during read aloud.	• Walk around, confer with students 1-on-1
4	RW Sounds Like: Students sound like	Book of your choice: Active listening during read aloud.	• Walk around, confer with students 1-on-1
5	Our Expectations!	Book of your choice: Active listening during read aloud.	• Walk around, confer with students 1-on-1

The first week is all about getting to know your students as readers. You will have notes on them from the previous year, but it isn't until you really sit and read with them that you understand their strengths and weaknesses, their likes and dislikes. I like to take this time to take some general notes about what level each student is reading at and record their reading habits as well as what I want to work on with them.

week 1

LESSON 1

WHAT IS RW?

BIG IDEA:

- The first day of Reader's Workshop is so exciting! During this week (and the next couple weeks) you will really lay down the foundation of RW. Today, students will get their first sneak peek at what RW will look like in your classroom. If you haven't already, I like to spend time showing students the classroom library and how you have it set up (level, genre, mixed, etc.)

WHOLE GROUP LESSON:

We will understand how to treat our books respectfully and be an equal part of RW.

Have all your students gather in your meeting spot where you will conduct RW every day. Decide whether you want students in a circle or in rows, if you want assigned spots or no spots. Let your students know that RW is an important part of our day in first grade and that both the students and you, the teacher, have very important jobs! Explain that each day you will meet together on the rug first and foremost and each day, you will read them a story. Today, let one of your students choose any book they want from the class library. Show students explicitly how you want them to actively listen on the rug (this is up to you and your classroom management – I like to have students sitting "story style" and remind them to listen with their eyes, ears, and heart. The heart part means treat the storyteller the way you would want to be treated.)

Before you read your story, model to the students whether the book is new, old, torn, and let students know that throughout the year we will all be using these books together. Just like the public library, we will be borrowing these books and they do not belong to us individually. Let students know their books are to be treated with respect. We hold our books gently, we turn the pages carefully, and we enjoy and savor every minute of our book. I also have students take note of where they get their books today so they can put them back in the same spot.

Read aloud your story taking notice of those who are actively listening. Be sure to highlight them after the read aloud.

SHARED PRACTICE:

Have students choose a book from the library – any book of their choice and they will sit with a partner somewhere cozy around the room. The goal is to have students enjoy reading and exploring your classroom library today. Also, let students know that you will be looking for students who are putting books back in the right spot and treating our books respectfully. *This is when you will confer with students 1-on-1 all week and take notes on their reading.*

CLOSING:

- Highlight students who treated books respectfully and/or put books back where they found them. You can also have students highlight *another* student who did a great job today.
- I also like to have at least one pair share the books they read and if they enjoyed them.

RW INTRO

WEEK TWO OVERVIEW

BIG IDEA:

In your second week, you will be going over some habits of good readers and students will first be introduced to shopping for their book bins. This week students take ownership of their reading time and they will practice reading their books in different ways.

Lesson	Topic	Read Aloud:	Guided Reading Groups
1	What is a "just right" book?	Goldisocks and the Three Libearians	COMING SOON!
2	Our book bins: What's inside?	Book of your choice: Active listening during read aloud	
3	Ways to Read a Book: Three Ways to Read	Book of your choice: Active listening during read aloud	
4	The words match the pictures	How to Read a Story by Kate Messner	
5	We can read the illustrations	Pancakes for Breakfast by Tomie dePaola	

When talking about our book boxes, I wholeheartedly believe in student CHOICE. A reader is a reader, regardless of any sort of level. That being said, leveled books are helpful when teaching students to self-monitor and understand what they are actually reading. I like to make sure my students choose 3 "just right" books and then 3 books of any kind for their book bins. I don't stress too much about students finding a perfect, "just right" book because I will have leveled books in my guided reading groups!

WE ARE ALL GOOD READERS!

Thinking about the story.

yes on book.

Holding book with care.

Sitting in my spot.

PREVIEW

DECODING STRATEGIES
to solve tricky words

I sat on the tree stump.

1. Use the first letter and the illustration.

2. Cover up some of the word.

inform

stand

3. Look through the word for smaller chunks.

She was so [grouchy] when her sister woke her up early.

4. Skip the word and use context.

5. Time to re-read!

DECODING STRATEGIES
to solve tricky words

I sat on the tree stump.

1. Use the first letter and the illustration.

2. Cover up some of the word.

inform

stand

3. Look through the word for smaller chunks.

She was so [grouchy] when her sister woke her up early.

4. Skip the word and use context.

5. Time to re-read!

DECODING STRATEGIES
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PREVIEW

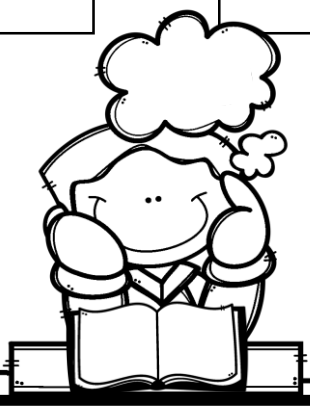
Good Readers

ASK QUESTIONS

Name: _____

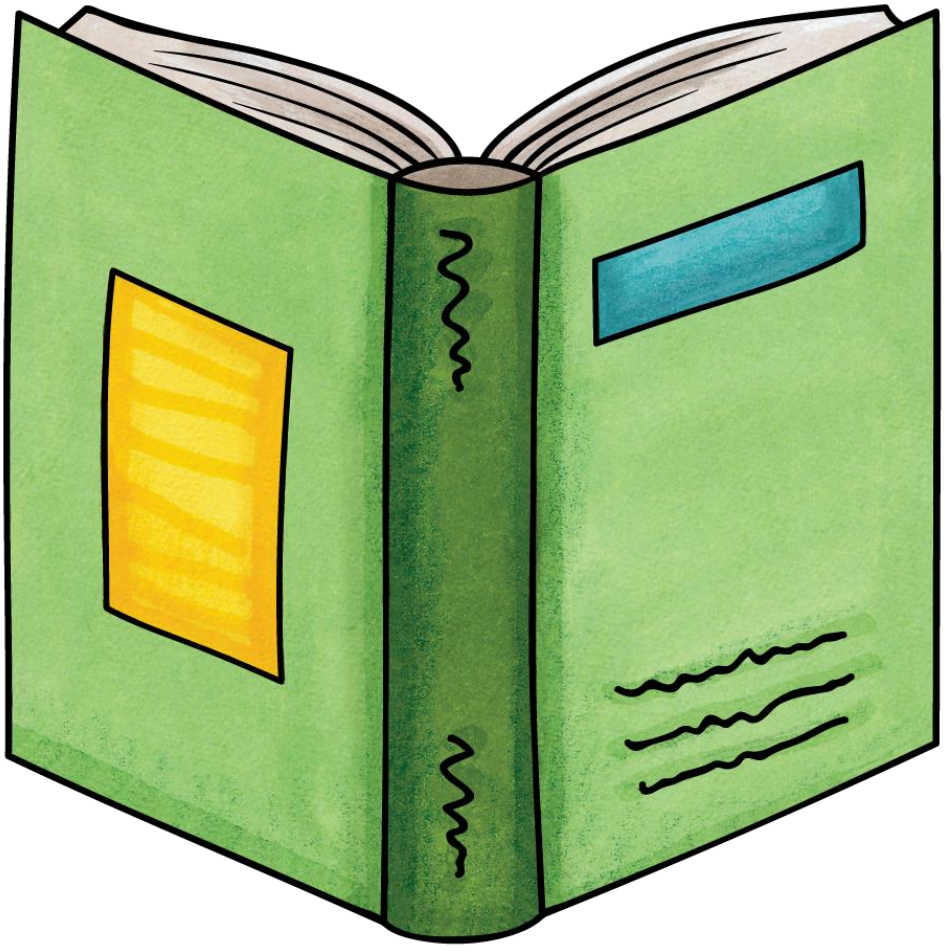
Who? What? Where? When? Why? How?

PREVIEW



GUIDED READING IDEAS & ACTIVITIES

★ LEVELS C-J ★



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Example Level C Books:

- Bathtime for Biscuit, by Alyssa Capucilli
- It Looked Like Spilt Milk by Charles Green Shaw'
- Ride, Otto, Ride by David Milgrim
- Today I Will Fly by Mo Willems
- At the Library by Christine Loomis
- Patterns by Samantha Berger
- Forest Animals by Elizabeth Schafer
- Up Went the Goat by Barbara Gregorich
- I Went Walking by Sue Williams
- Baby Says by John Steptoe
- Pig Picnic by Patricia Hubbel
- Clara and Clem in Outer Space by Ethan Long
- Good News, Bad News by Jeff Mack

I have linked the books above to Amazon or Scholastic so you can see what they look like. I have found that Scholastic Book Clubs tend to have the best deals if you have to purchase your own guided reading books.
Fingers crossed your school already provides some for you!
If not, look into Donor's Choose for leveled guided reading book sets.
I would also look into ReadingAZ if you don't have many guided reading books to choose from for your classroom.

When purchasing books from Scholastic Book Club, sort by level and see which deals you can grab! You can start collecting sets of books for guided reading that way ☺

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Example Guided Reading Lesson:

- <u>A few notes</u>:
  - My independent reading block is, on average, 20-30 minutes long. That gives me time for *two* guided reading groups per day at 10-15 minutes each.
  - Many times, a modeled whole group lesson will be shorter than anticipated – or I will stop it short if its going on too long – which gives me more time to meet with groups.
  - When I had 20 students that meant I saw my lower two groups three times per week (MWF) and my two higher groups twice per week (TuTh).
  - When I had 30 students, that meant I saw my lower four groups 2 times per week (MW) and (TuTh) and my two higher groups on Fridays.
  - ***Most importantly – if 10 minutes is just too short for you, have students independently read for a longer period of time!! Take some time from your modeled lesson and spend time here!***

2-3 minutes	Sight Word or Word Work Warm Up
5 minutes	<u>Introduce and Read Book</u>: Students whisper read to themselves while teacher checks in and takes notes.
2-3 minutes	Skill review then take book and put in book bin to read throughout the week.

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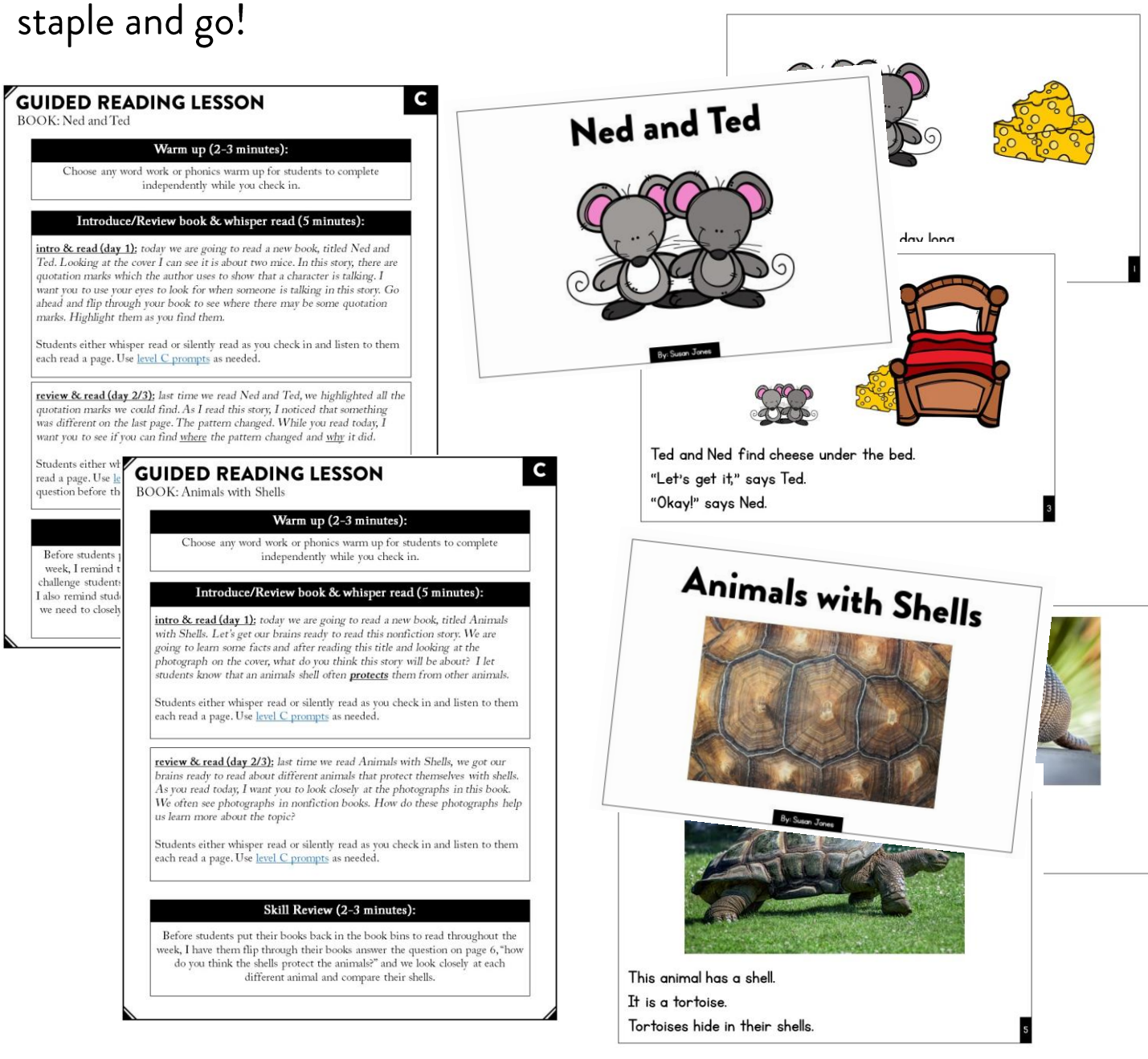
GUIDED READING STORIES:

- While I always suggest using books, I wanted to provide you with a couple different short stories in case you are in a pinch or looking for something new. Each story has some teaching suggestions for you to use, so your lesson will be ready-to-go!
- There is 1 fiction and 1 nonfiction book for each guided reading level
- Just copy each page of the story back-to-back, cut paper in half, staple and go!



ADDITIONAL ACTIVITIES:

- When looking at many level C books, there are quite a few common themes that I wanted to address when working with students reading at this level.
- I created a different activity for each of the following skills/strategies:
  - Identifying setting
  - Pictures Match Words
  - Punctuation & smooth reading

The little girl loved her doll.

I was so mad when I saw my dad.

The school has a yellow bus on top.

Did you have fun today?

I can't wait to play with you!

"What do you have there?" asked Ron.