Lesson plans for August/September - Establishing procedures for D5 and Genre Study

Mini Lessons taken from:

D5=Daily 5

**GR=Growing Readers** 

RWM=Reading with Meaning

Note: These lesson plans do not include Work on Writing or Word Work because I do these separately from the rest of the Daily 5 components. I am doing Read to Self, Read to Someone, and Listen to Reading in a "Readers Workshop" format during the  $2^{nd}$   $\frac{1}{2}$  of my 2 hour Literacy Block.

Times are approximate – this is how long I want to spend on each section of Readers Workshop but during stamina building weeks this will be flexible.

Week 1:

	Day 1	Day 2	Day 3	Day 4	Day 5
Mini	Begin chart - 3 ways	Review 1 <sup>st</sup> 2 ways to	Review 3 ways to	Review 3 ways to	Review 3 ways to
Lesson	to read a book (D5)	read a book and add 3 <sup>rd</sup> way to chart	read a book (D5)	read a book (D5)	read a book (D5)
10 minutes	1.Read the pictures	(D5)	Read aloud another familiar tale to model	Read aloud another familiar tale to	Read aloud another familiar tale to
	GR p.89 – Strong readers read the pictures  Model w/wordless books (i.e. A Boy, A Dog, and A Frog or Owly graphic novels) as well as books with words	3. Retell a story – model and ask students to help w/familiar stories (use fairy tales, etc)  Review FACE board and add strategy under comprehension – Retell the story	3 ways – ask students to help w/retell Review FACE board strategies Read aloud – Aunt Chip and the Great Triple Creek Dam Affair	model 3 ways – ask students to help w/retell  Review and add to Read to Self I-Chart (D5)  Model correct/incorrect ways to read	model 3 ways – ask students to help w/retell  Review and add to Read to Self I-Chart (D5)  Model correct/incorrect ways to read
	Introduce FACE board – add first strategy under accuracy – <b>Use the pictures</b> Introduce book boxes/bags (Book bags pre-stocked with sight word, phonics, wordless, and favorite character books)  Read aloud – What Happened to Marion's Book?	Review and add to Read to Self I-Chart (D5)  Read aloud – The Best Time to Read  GR p.61 – Strong Readers read every day  Model correct/incorrect ways to read	GR p.62 – Strong readers take care of books and protect their reading time  Review and add to Read to Self I-Chart (D5)  Model correct/incorrect ways to read	RWM p.30 – Where readers read  Read aloud - The Best Place to Read  Students select their own spots today	GR p.88 – Learners stay focused, Readers don't interrupt reading conferences  Create chart: Real Reading vs. Fake Reading (example in Spaces and Places, p.75)  Assess with sorting activity? Students
	GR p.79 – Readers take care of books and the classroom library  Introduce Read to Self and begin I-chart (D5)  Model correct/incorrect ways to read				make their own – cut/glue? Reading grade?
Readers Workshop	Students practice Read to Self and build	Students practice Read to Self and	Students practice Read to Self and	Students practice Read to Self and	Students practice Read to Self and

20	stamina	build stamina	build stamina	build stamina	build stamina
minutes					
Mini Lesson	Review and add to Read to Self I-chart	Read aloud – Reading Makes You Feel Good	Read aloud: A Quiet Place	Read aloud – If Everybody Did	RWM p.32 – Establishing workshop and
10 minutes	Review and add to 3 Ways to Read chart:  2. Read the words  Model w/Read Aloud  – Wolf!  GR p.89 – Strong readers read the story  RWM p.30 – What readers do  Model correct/incorrect ways to read	Review and add to Read to Self I-chart RWM p.31 – WHY? do readers do these things? Model correct/incorrect ways to read	GR p.87 – Noise levels that are good for all readers, Kind reminders for noisy or distracting behavior  Review and add to Read to Self I-chart  Model correct/incorrect ways to read	GR p.87/88 – Be considerate of other readers, Move smoothly and quickly  Review and add to Read to Self I-chart  Model correct/incorrect ways to read	classroom procedures  Review and add to Read to Self I-chart  Model correct/incorrect ways to read
Readers Workshop 20 minutes	Students practice Read to Self and build stamina	Students practice Read to Self and build stamina	Students practice Read to Self and build stamina	Students practice Read to Self and build stamina	Students practice Read to Self and build stamina
Sharing 5 minutes	Review I-chart and celebrate growth	Review I-chart and celebrate growth	Review I-chart and celebrate growth	Review I-chart and celebrate growth	Review I-chart and celebrate growth

## Week 2:

	Day 1	Day 2	Day 3	Day 4	Day 5
Mini	Review 3 ways to read	Review 3 ways to	Review 3 ways to	Review 3 ways to	Review 3 ways to
Lesson	a book and Read to	read a book and	read a book and	read a book and	read a book and
	Self I-Chart (D5)	Read to Self I-Chart	Read to Self I-Chart	Read to Self I-Chart	Read to Self I-Chart
10		(D5)	(D5)	(D5)	(D5)
minutes	(Restock book bags				
	this week with at least	Continue genre	Continue genre	Continue genre	Continue genre
	1 book from each	study - Types of	study - Types of	study - Types of	study - Types of
	genre.)	Non-Fiction –	Non-Fiction –	Fiction – Fantasy –	Fiction – Realistic
		Biography/	Informational – read	read aloud a short	Fiction – read aloud
	Begin genre study –	Autobiography –	aloud a short	example and add to	a short example and
	Fiction vs. Non-Fiction	read aloud a short	example and add to	chart?	add to chart?
	– make a chart	example and add to	chart?		
	together about	chart?		Students identify a	Students identify a
	characteristics?		Students identify a	book from their bag	book from their bag
	Students categorize	Students identify a	book from their bag	that fits this genre	that fits this genre
	books from their book	book from their bag	that fits this genre		
	bags into two piles	that fits this genre		Students use this	Students use this
			Students use this	book for Read to	book for Read to
	Make large chart	Students use this	book for Read to	Self - demonstrate	Self - demonstrate
	and/or small student	book for Read to Self	Self - demonstrate	how to fill in	how to fill in
	charts - Cut/paste	- demonstrate how	how to fill in reading	reading log w/genre	reading log w/genre
	with leftover book	to fill in reading log	log w/genre		
	order forms –	w/genre			
	fiction/non-fiction				
Readers	Students practice and	Students practice	Students practice	Students practice	Students practice
Workshop	build stamina	and build stamina	and build stamina	and build stamina	and build stamina
20					
minutes					
Mini	Read aloud – Wild	Read aloud another	Read aloud another	Read aloud another	Read aloud another
Lesson	About Books	short biography or	short informational	short fantasy book	short realistic fiction

		autobiography	book		book
10	RWM p.32 –			Create large genre	
minutes	Establishing workshop	Create large genre	Create large genre	chart and glue	Create large genre
	and classroom	chart and glue	chart and glue	examples from	chart and glue
	procedures	examples from book	examples from book	book order forms –	examples from book
	Review and add to	order forms –	order forms –	students help locate	order forms –
	Read to Self I-chart	students help locate examples	students help locate examples	examples	students help locate examples
	Read to Sell I chart	examples	examples	RWM p.32 –	examples
	Model	RWM p.32 –	RWM p.32 –	Establishing	RWM p.32 –
	correct/incorrect ways	Establishing	Establishing	workshop and	Establishing
	to read	workshop and	workshop and	classroom	workshop and
		classroom	classroom	procedures	classroom
		procedures	procedures		procedures
				Review and add to	
		Review and add to	Review and add to	Read to Self I-chart	Review and add to
		Read to Self I-chart	Read to Self I-chart		Read to Self I-chart
		Model	Model	Model correct/incorrect	Model
		correct/incorrect	correct/incorrect	ways to read	correct/incorrect
		ways to read	ways to read	ways to read	ways to read
Readers	Students practice and	Students practice	Students practice	Students practice	Students practice
Workshop	build stamina	and build stamina	and build stamina	and build stamina	and build stamina
20	Begin to teach a few	Begin to teach a few	Begin to teach a few	Begin to teach a	Begin to teach a
minutes	individuals at a time	individuals at a time	individuals at a time	few individuals at a	few individuals at a
	how to do Listen to	how to do Listen to	how to do Listen to	time how to do	time how to do
	Reading (D5)	Reading (D5)	Reading (D5)	Listen to Reading (D5)	Listen to Reading (D5)
Sharing	Review I-chart and	Review I-chart and	Review I-chart and	Review I-chart and	Review I-chart and
	celebrate growth	celebrate growth	celebrate growth	celebrate growth	celebrate growth
5 minutes					

## Week 3:

	Day 1	Day 2	Day 3	Day 4	Day 5
Mini Lesson 10 minutes	_	Continue genre study - Types of Fiction – Historical Fiction – read aloud a short example and create large genre chart and glue examples from book order forms – students help locate examples	Continue genre study - Types of Fiction – Science Fiction – read aloud a short example and create large genre chart and glue examples from book order forms – students help locate examples	Continue genre study - Types of Fiction - Traditional Literature - read aloud a short example and create large genre chart and glue examples from book order forms - students help locate examples	Continue genre study - Types of Fiction – Mystery – read aloud a short example and create large genre chart and glue examples from book order forms – students help locate examples
		Students identify a book from their bag that fits this genre	Students identify a book from their bag that fits this genre	Students identify a book from their bag that fits this genre	Students identify a book from their bag that fits this genre
		Students use this book for Read to Self - demonstrate how to fill in reading log w/genre	Students use this book for Read to Self - demonstrate how to fill in reading log w/genre	Students use this book for Read to Self - demonstrate how to fill in reading log w/genre	Students use this book for Read to Self - demonstrate how to fill in reading log w/genre
		Create I-Chart for Listen to Reading (D5)	Review all charts  RWM p.32 – Establishing	Review all charts  RWM p.32 – Establishing	Review all charts  RWM p.32 – Establishing
		Review all charts  RWM p.32 – Establishing workshop and classroom procedures	workshop and classroom procedures	workshop and classroom procedures	workshop and classroom procedures
Readers		Students choose	Students choose	Students choose	Students choose

Workshop 20 minutes	between Read to Self and Listen to Reading	between Read to Self and Listen to Reading	between Read to Self and Listen to Reading	between Read to Self and Listen to Reading
Mini Lesson	Introduce Read to Someone – create I- Chart (D5)	Review and add to Read to Someone – create I- Chart (D5)	Review and add to Read to Someone – create I- Chart (D5)	Review and add to Read to Someone – create I- Chart (D5)
minutes	Model correct/incorrect ways to read  GR p.90 – Readers Think and Talk About Books with Others	Model correct/incorrect ways to read  GR p.91 – Partners sit side by side and read with the book in the	Model correct/incorrect ways to read  GR p.92 – Partners talk about their books	Model correct/incorrect ways to read  GR p.92 – Partners plan ways to read together, Partners take turns
		middle		making decisions
Readers Workshop	Students practice and build stamina using poetry books	Students practice and build stamina using partner books	Students practice and build stamina using individual books (take	Students practice and build stamina using their choice of books
20 minutes			turns)	
Sharing	Review I-chart and celebrate growth	Review I-chart and celebrate growth	Review I-chart and celebrate growth	Review I-chart and celebrate growth
5 minutes	3		3	

## Week 4:

	Day 1	Day 2	Day 3	Day 4	Day 5
Mini	Continue genre study –	Review genres	Review genres	Review genres	Review genres
Lesson	Poetry				
		Review FACE	Review FACE board –	Read aloud – The	Read aloud –
10	Students identify a	board – add	add strategy under	Best Book to Read	"Goldisocks and the
minutes	book from their bag	strategy under	Vocabulary –	Davidana I DICK	Three Libearians"
	that fits this genre create large genre	Fluency – <b>Voracious</b>	Voracious reading  – discuss how this	Review I PICK chart (D5)	Review I PICK chart
	chart and glue	reading	helps build	Chart (D3)	(D5)
	examples from book	reading	vocabulary	GR p.163 –	(03)
	order forms – students	GR p.62 – Good	Vocabalary	Readers have	GR p.163 – Readers
	help locate examples	Readers read		strategies to tell if	choose books
		everything in sight	(Restock book bags	a book is just right	carefully
	Students use this book	, , ,	this week a variety of		,
	for Read to Self -	Read aloud – Born	easy/hard books –	Review FACE	Review reading logs
	demonstrate how to fill	to Read	students will log	board – add	<ul> <li>genre tally sheets,</li> </ul>
	in reading log w/genre		which ones they	strategy under	etc.
		Review reading	think are "just right"	Fluency – <b>Read</b>	
		logs – genre tally	books)	good fit books	Students create their
	Introduce reading logs	sheets, etc.	Read aloud – "Those	Review reading	own genre charts using leftover book
	<ul><li>– genre tally sheets, etc.</li></ul>	Review all charts	Shoes"	logs – genre tally	order forms –
	etc.	Review all Criaits	311063	sheets, etc.	cut/paste – for a
	Review all charts		Introduce I PICK –	Silecto, etc.	reading grade?
	neview an enales		create chart (D5)	Review all charts	reading grade.
			,		Review all charts
			GR p.135 – Choosing		
			Just Right Books		
			Review reading logs		
			– genre tally sheets,		
			etc.		
			Review all charts		
Readers	Students choose	Students choose	Students choose	Students choose	Students choose
Workshop	between Read to Self	between Read to	between Read to Self	between Read to	between Read to
	and Listen to Reading	Self and Listen to	and Listen to Reading	Self and Listen to	Self and Listen to
20		Reading		Reading	Reading
minutes					
Mini	Review and add to	Review and add to	Review and add to	Review and add to	Review and add to

Lesson 10	Read to Someone – create I-Chart (D5)	Read to Someone – create I-Chart (D5)	Read to Someone – create I-Chart (D5)	Read to Someone – create I-Chart (D5)	Read to Someone – create I-Chart (D5)
minutes	Model correct/incorrect ways to read GR p.92 – Partners solve their own problems	Model correct/incorrect ways to read	Model correct/incorrect ways to read	Model correct/incorrect ways to read	Model correct/incorrect ways to read
Readers Workshop 20 minutes	Students practice and build stamina using their choice of books	Students practice and build stamina using their choice of books	Students practice and build stamina using their choice of books	Students practice and build stamina using their choice of books	Students practice and build stamina using their choice of books
Sharing 5 minutes	Review I-chart and celebrate growth	Review I-chart and celebrate growth	Review I-chart and celebrate growth	Review I-chart and celebrate growth	Review I-chart and celebrate growth

## Week 5:

	Day 1	Day 2	Day 3	Day 4	Day 5
Mini	Review I PICK	Review I PICK	Review I PICK	Review I PICK	Review I PICK
Lesson					
	Do a quick	Spend some	Review procedures	Students put away all	Discuss procedures for
10	retelling of "What	time teaching	for problems in the	books and personalized	taking books home
minutes	Happened to	students how to	classroom library –	labels are added to	(100BC/AR/Library
	Marion's Book"	put books away	book hospital, lost	bags	books)
		in classroom	books, found books,		
	Introduce	library	etc	Discuss book shopping	GR p.81 – Readers
	classroom library	CD 04	CD 04 AU 1	times/behavior	follow the system for
	for book selection	GR p.81 –	GR p.81 – All readers		taking books home and
	(Students still	Readers borrow	are responsible for	Students shop for	bringing them back
	using pre-loaded	and return books carefully	library housekeeping	books for their personal	Review all charts
	book bags at this time)	DOOKS Carefully	Students practice	bags – remind of I PICK – get started on D5	Review all Charts
	uille)	Students	selecting 1 or 2	choice once books are	
	GR p.80 –	practice putting	books from library to	selected	
	Readers take care	1 or 2 books	add to bags	Selected	
	of books and the	from their bag	add to bags	Review all charts	
	classroom library	in the right	Review all charts	Treview an enale	
	,	spot.			
	Review all charts	•			
		Review all			
		charts			
Readers	Students choose	Students choose	Students choose	Students choose	Students choose
Workshop	between Read to	between Read	between Read to	between Read to Self,	between Read to Self,
	Self, Read to	to Self, Read to	Self, Read to	Read to Someone, and	Read to Someone, and
20	Someone, and	Someone, and	Someone, and Listen	Listen to Reading	Listen to Reading
minutes	Listen to Reading	Listen to	to Reading		
Mini	GR p.81 –	Reading Review lesson	Review lesson from	Review I PICK and	Review I PICK and
Mini Lesson	Readers know	from earlier –	earlier - Students	library procedures	library procedures
Lesson	what's in the	students put 1	practice selecting 1	library procedures	library procedures
10	classroom library	or 2 more books	or 2 books from		
minutes	and how to take	away from their	library to add to bags		
	care of it	bags.	indiary to dad to bago		
Readers	Students choose	Students choose	Students choose	Students choose	Students choose
Workshop	between Read to	between Read	between Read to	between Read to Self,	between Read to Self,
_	Self, Read to	to Self, Read to	Self, Read to	Read to Someone, and	Read to Someone, and
20	Someone, and	Someone, and	Someone, and Listen	Listen to Reading	Listen to Reading
minutes	Listen to Reading	Listen to	to Reading		
		Reading			
Sharing	Review I-chart	Review I-chart	Review I-chart and	Review I-chart and	Review I-chart and
	and celebrate	and celebrate	celebrate growth	celebrate growth	celebrate growth
5 minutes	growth	growth			