

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 2nd ½ 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
<p>Mini Lesson</p> <p>10 minutes</p>	<p>Begin chart - 3 ways to read a book (D5)</p> <p>1. Read the pictures</p> <p>GR p.89 – Strong readers read the pictures</p> <p>Model w/wordless books (i.e. A Boy, A Dog, and A Frog or Owlly graphic novels) as well as books with words</p> <p>Introduce FACE board – add first strategy under accuracy – Use the pictures</p> <p>Introduce book boxes/bags (Book bags pre-stocked with sight word, phonics, wordless, and favorite character books)</p> <p>Read aloud – What Happened to Marion's Book?</p> <p>GR p.79 – Readers take care of books and the classroom library</p> <p>Introduce Read to Self and begin I-chart (D5)</p> <p>Model correct/incorrect ways to read</p>	<p>Review 1st 2 ways to read a book and add 3rd way to chart (D5)</p> <p>3. Retell a story – model and ask students to help w/familiar stories (use fairy tales, etc)</p> <p>Review FACE board and add strategy under comprehension – Retell the story</p> <p>Review and add to Read to Self I-Chart (D5)</p> <p>Read aloud – The Best Time to Read</p> <p>GR p.61 – Strong Readers read every day</p> <p>Model correct/incorrect ways to read</p>	<p>Review 3 ways to read a book (D5)</p> <p>Read aloud another familiar tale to model 3 ways – ask students to help w/retell</p> <p>Review FACE board strategies</p> <p>Read aloud – Aunt Chip and the Great Triple Creek Dam Affair</p> <p>GR p.62 – Strong readers take care of books and protect their reading time</p> <p>Review and add to Read to Self I-Chart (D5)</p> <p>Model correct/incorrect ways to read</p>	<p>Review 3 ways to read a book (D5)</p> <p>Read aloud another familiar tale to model 3 ways – ask students to help w/retell</p> <p>Review and add to Read to Self I-Chart (D5)</p> <p>Model correct/incorrect ways to read</p> <p>RWM p.30 – Where readers read</p> <p>Read aloud - The Best Place to Read</p> <p>Students select their own spots today</p>	<p>Review 3 ways to read a book (D5)</p> <p>Read aloud another familiar tale to model 3 ways – ask students to help w/retell</p> <p>Review and add to Read to Self I-Chart (D5)</p> <p>Model correct/incorrect ways to read</p> <p>GR p.88 – Learners stay focused, Readers don't interrupt reading conferences</p> <p>Create chart: Real Reading vs. Fake Reading (example in Spaces and Places, p.75)</p> <p>Assess with sorting activity? Students make their own – cut/glue? Reading grade?</p>
<p>Readers Workshop</p>	<p>Students practice Read to Self and build</p>	<p>Students practice Read to Self and</p>	<p>Students practice Read to Self and</p>	<p>Students practice Read to Self and</p>	<p>Students practice Read to Self and</p>

20 minutes	stamina	build stamina	build stamina	build stamina	build stamina
Mini Lesson 10 minutes	Review and add to Read to Self I-chart 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	Read aloud – Reading Makes You Feel Good Review and add to Read to Self I-chart RWM p.31 – WHY? do readers do these things? Model correct/incorrect ways to read	Read aloud: A Quiet Place 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	Read aloud – If Everybody Did 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	RWM p.32 – Establishing workshop and 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 Lesson 10 minutes	Review 3 ways to read a book and Read to Self I-Chart (D5) (Restock book bags this week with at least 1 book from each genre.) Begin genre study – Fiction vs. Non-Fiction – make a chart together about characteristics? Students categorize books from their book bags into two piles Make large chart and/or small student charts - Cut/paste with leftover book order forms – fiction/non-fiction	Review 3 ways to read a book and Read to Self I-Chart (D5) Continue genre study - Types of Non-Fiction – Biography/ Autobiography – read aloud a short example and add to chart? 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	Review 3 ways to read a book and Read to Self I-Chart (D5) Continue genre study - Types of Non-Fiction – Informational – read aloud a short example and add to chart? 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	Review 3 ways to read a book and Read to Self I-Chart (D5) Continue genre study - Types of Fiction – Fantasy – read aloud a short example and add to chart? 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	Review 3 ways to read a book and Read to Self I-Chart (D5) Continue genre study - Types of Fiction – Realistic Fiction – read aloud a short example and add to chart? 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
Readers Workshop 20 minutes	Students practice and build stamina	Students practice and build stamina	Students practice and build stamina	Students practice and build stamina	Students practice and build stamina
Mini Lesson	Read aloud – Wild About Books	Read aloud another short biography or	Read aloud another short informational	Read aloud another short fantasy book	Read aloud another short realistic fiction

10 minutes	RWM p.32 – Establishing workshop and classroom procedures Review and add to Read to Self I-chart Model correct/incorrect ways to read	autobiography Create large genre chart and glue examples from book order forms – students help locate examples RWM p.32 – Establishing workshop and classroom procedures Review and add to Read to Self I-chart Model correct/incorrect ways to read	book Create large genre chart and glue examples from book order forms – students help locate examples RWM p.32 – Establishing workshop and classroom procedures Review and add to Read to Self I-chart Model correct/incorrect ways to read	Create large genre chart and glue examples from book order forms – students help locate examples RWM p.32 – Establishing workshop and classroom procedures Review and add to Read to Self I-chart Model correct/incorrect ways to read	book Create large genre chart and glue examples from book order forms – students help locate examples RWM p.32 – Establishing workshop and classroom procedures Review and add to Read to Self I-chart Model correct/incorrect ways to read
Readers Workshop 20 minutes	Students practice and build stamina Begin to teach a few individuals at a time how to do Listen to Reading (D5)	Students practice and build stamina Begin to teach a few individuals at a time how to do Listen to Reading (D5)	Students practice and build stamina Begin to teach a few individuals at a time how to do Listen to Reading (D5)	Students practice and build stamina Begin to teach a few individuals at a time how to do Listen to Reading (D5)	Students practice and build stamina Begin to teach a few individuals at a time how to do Listen to Reading (D5)
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 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 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 Create I-Chart for Listen to Reading (D5) Review all charts RWM p.32 – Establishing workshop and classroom procedures	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 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 Review all charts RWM p.32 – Establishing workshop and classroom procedures	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 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 Review all charts RWM p.32 – Establishing workshop and classroom procedures	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 use this book for Read to Self - demonstrate how to fill in reading log w/genre Review all charts RWM p.32 – Establishing 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 10 minutes		Introduce Read to Someone – create I-Chart (D5) Model correct/incorrect ways to read GR p.90 – Readers Think and Talk About Books with Others	Review and add to Read to Someone – create I-Chart (D5) Model correct/incorrect ways to read GR p.91 – Partners sit side by side and read with the book in the middle	Review and add to Read to Someone – create I-Chart (D5) Model correct/incorrect ways to read GR p.92 – Partners talk about their books	Review and add to Read to Someone – create I-Chart (D5) Model correct/incorrect ways to read GR p.92 – Partners plan ways to read together, Partners take turns making decisions
Readers Workshop 20 minutes		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 turns)	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

Week 4:

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

Lesson 10 minutes	Read to Someone – create I-Chart (D5) Model correct/incorrect ways to read GR p.92 – Partners solve their own problems	Read to Someone – create I-Chart (D5) Model correct/incorrect ways to read	Read to Someone – create I-Chart (D5) Model correct/incorrect ways to read	Read to Someone – create I-Chart (D5) Model correct/incorrect ways to read	Read to Someone – create I-Chart (D5) 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 Lesson 10 minutes	Review I PICK Do a quick retelling of "What Happened to Marion's Book" Introduce classroom library for book selection (Students still using pre-loaded book bags at this time) GR p.80 – Readers take care of books and the classroom library Review all charts	Review I PICK Spend some time teaching students how to put books away in classroom library GR p.81 – Readers borrow and return books carefully Students practice putting 1 or 2 books from their bag in the right spot. Review all charts	Review I PICK Review procedures for problems in the classroom library – book hospital, lost books, found books, etc GR p.81 – All readers are responsible for library housekeeping Students practice selecting 1 or 2 books from library to add to bags Review all charts	Review I PICK Students put away all books and personalized labels are added to bags Discuss book shopping times/behavior Students shop for books for their personal bags – remind of I PICK – get started on D5 choice once books are selected Review all charts	Review I PICK Discuss procedures for taking books home (100BC/AR/Library books) GR p.81 – Readers follow the system for taking books home and bringing them back Review all charts
Readers Workshop 20 minutes	Students choose between Read to Self, Read to Someone, and Listen to Reading	Students choose between Read to Self, Read to Someone, and Listen to Reading	Students choose between Read to Self, Read to Someone, and Listen to Reading	Students choose between Read to Self, Read to Someone, and Listen to Reading	Students choose between Read to Self, Read to Someone, and Listen to Reading
Mini Lesson 10 minutes	GR p.81 – Readers know what's in the classroom library and how to take care of it	Review lesson from earlier – students put 1 or 2 more books away from their bags.	Review lesson from earlier - Students practice selecting 1 or 2 books from library to add to bags	Review I PICK and library procedures	Review I PICK and library procedures
Readers Workshop 20 minutes	Students choose between Read to Self, Read to Someone, and Listen to Reading	Students choose between Read to Self, Read to Someone, and Listen to Reading	Students choose between Read to Self, Read to Someone, and Listen to Reading	Students choose between Read to Self, Read to Someone, and Listen to Reading	Students choose between Read to Self, Read to Someone, and Listen to Reading
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