### Reading Workshop - grade 4 - September 2008

#### Unit 1 - Creating a community of readers

Based heavily on chapter 9 of Fountas and Pinnell's Guiding Readers and Writers 3-6, with inspiration from Routman’s Reading Essentials. Throughout the unit, weave in elements of The Daily Five’s approach to teaching stamina in independent reading.

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| • Launching independent reading  
  • Readers choose books  
  • Making good book choices  
  • Thinking about reading  
* begin class reading log (read alouds, shared reading)  
* introduce metacognition during interactive read aloud  
* teach think-pair-share and active listening |

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<th>Week 2</th>
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| • How to buzz with each other  
  • Readers sometimes abandon books  
  • Fiction and non-fiction  
  • Different kinds of fiction  
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* children plan, organise and set up classroom library |

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| • Keeping a reading record book  
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<th>Week 4</th>
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| • Finding topics for your weekly letter  
  • Using sticky notes to prepare for letter writing  
  • Creating a list of reading interests  
  • Recommending books to other readers |

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<th>Week 5</th>
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| • Checking for understanding as you read  
  • Solving unknown words (decoding)  
  • Inferring meaning of unknown words  
  • 3 cueing systems  
  • Using punctuation to help you understand |

### Lesson 1

**Launching the reading workshop**

- Explain to students that this year, one of their most important (and most enjoyable!) jobs will be reading.
o Think-pair-share: why is it important to read at school or at home?
o Write "reading is thinking" on a chart. What should children be doing during reading time - create I-chart (as per D5)
o Invite a child to show a correct model of what we should see when someone is selecting books and reading.
o Incorrect model, followed by correct model
o Explain that, for this first week, children will choose books from a basket at their table.
o Building stamina - 10 minute practice (shorten this time as appropriate for the group)
o Check-in: what worked? What didn't?
o Model again
o Building stamina - 10 minute practice
o Closure: what worked? What didn't? (praise and appreciate). You will have the chance to read every day in this classroom
* begin class reading log with first read aloud
* introduce metacognition through shared reading, think alouds and interactive read alouds every day
* explicitly teach procedures for think-pair-share and attentive listening throughout the week

Lesson 2

Readers choose books
o I read a variety of books. Show a pile of books that I’m currently reading. Include fiction and non-fiction. Explain that strong readers make the time to read lots of different kinds of books. As a reader, I can tell you what I’m currently reading, what I’ll be reading next, and what I’ve recently read. Talk briefly about one of the books.
o Think-pair-share: what kind of books do you like to read?
o Like tastes with food, we all have different reading tastes
o Explain how I choose books at the library or the book store. (Choose a specific section, look at titles, look for authors, look at the "New and noteworthy" section, look at recommended reads, read the jacket, etc)
o Ask children to share how they choose books. Record thinking on a chart. Explain to students that the chart will remain on the wall to help them make book choices.
o Today, I want you to think about what drew you to a book, notice what interests you and be prepared to share at the end of workshop.
o Building stamina - practice, check-in, practice
o Closure: check-in and appreciation. Think-pair-share: how did you choose your book today? What books did you particularly enjoy?
Lesson 3

Making good book choices
- Some books are easy, others are challenging and others are just right. We might read easy books when we want a bit of a break. We might read challenging books when we're looking for specific information. But in general, to become better readers, we should choose just-right books.
- Introduce bicycle analogy: Uphill books, flat road books, downhill books

Uphill books - too hard (picture of someone riding up a steep hill):
- sound very choppy with lots of "stops"
- usually have more words on a page than you’re used to
- can make you feel tired
- don’t make you feel very "strong"
- can be hard to understand

Flat Road books - just right (picture of someone riding on a flat road with a few bumps in it)
- are a smooth ride (not a wild downhill ride or a super tiring uphill ride- a ride where your brain has to stay focused and work out)
- sound mostly smooth
- some places are easy and move a little faster
- some places (but not many) have bumps where you have to figure out a word or figure out what a sentence means
- make you feel good about reading
- you can understand the ideas
- make sense
- feel quiet and calm

Downhill books - too easy (picture of someone riding down a steep hill)
- could be books that have words that are almost all easy for you, or books you’ve read before
- you can read it very smoothly and quickly
- you can understand all the ideas in it without really thinking about it
- they can be fun, but don’t help your reading muscles to develop, so you shouldn’t read only downhill books

Today I want you to think about which books are just right for you. Be prepared to share.
- Continue building stamina: practice, check-in, practice
- Closure: Was your book hard, easy, or just right?
Lesson 4

**Thinking about your reading**
- When I read, I am always thinking. Using an example from a read aloud that I've already done, go through a variety of thoughts that I had (questions, connections, things that I noticed, things that I didn’t understand)
- Continue the “reading is thinking” chart and list together some kinds of thinking (sentence starters)
- Explain to children that they will use sticky notes to mark two places in their book where they noticed their thinking.
- Continue building stamina: practice, check-in, practice
- Closure: what did you notice about your thinking?

Lesson 5

**How to buzz with each other**
- Last week, we talked about thinking. Today, we're going to talk about how we can share those thoughts with others.
- What do you think we need to keep in mind? Create a list of guidelines together (ex. look at the speaker, one person speaks at a time, ask questions, etc)
- Review yesterday’s chart together. Today, while you’re reading, I want you to think about something that you’d like to share. Use a sticky note to mark the place in the book that got you thinking.
- Continue extending independent reading time, but have only 1 independent reading session every day, with a quick check-in at the end
- Closure: buzz in groups of 3 about something that you noticed in your reading.

Lesson 6

**Abandoning books**
- Sometimes, even after giving a book a good chance, you might notice that you just don't enjoy reading it.
- Share a personal anecdote describing a time when I did not finish a book.
- Create a chart together of reasons why a reader might abandon a book.
- Independent reading time.
- Closure: are you keeping your book or abandoning it? Why?

Lesson 7
Distinguishing between fiction and nonfiction
- Create a definition together of fiction (not true/not fact) and non-fiction (accurate, truthful information).
- Refer to the list of books on the chart headed "books we've shared". Go through the list of books, stopping to note the ones that are fiction and the ones that are non-fiction. See if we have read more of one kind than the other.
- Independent reading time.
- Closure: is the book that you're reading fiction or non-fiction? How do you know?

Lesson 8

Different kinds of fiction
- Refer to the list of "books we've shared". Point out the different kinds of fiction that we have read: realistic fiction, historical fiction, science fiction, fantasy, traditional stories. Label/code each fiction book title with a letter code to show what kind of book it is.
- Brainstorm other kinds of fiction books that we might choose to read alone or together. Begin class chart of the different kinds of books.
- Independent reading time.
- Closure: if you are reading a fiction book, what kind is it?

Lesson 9

Different kinds of non-fiction
- Refer to yesterday's chart and review the categories for fiction. Explain that today we're going to talk about the non-fiction books on our list.
- Explain that there are 2 types of non-fiction books: informational (give us information about history, science, language, or other subjects) and biography (people's life stories - biography, auto-biography, memoir). Add these to yesterday's chart. Label/code each non-fiction book on the chart "Books we've shared".
- Independent reading time.
- Closure: if you are reading a non-fiction book, what kind is it?
* Now that we have briefly explored different genres, set aside a good block of time outside of the reader's workshop to plan, organise, set up and make labels for the classroom library. Create a chart together with guidelines for using the classroom library.
* Begin exploring conventions of non-fiction during the science/social studies block next week.
Lesson 10

Keeping a record of your reading
  o Readers keep track of the books that they are reading. Show my personal book journal as a model. Discuss briefly some of the books that I have been reading recently, as well as the genres. Point out some of the information that I get from my reading log: months when I read more, months when I read less, times when I read professional books to the exclusion of pleasure reading, etc.
  o Explain that children will begin their own reading log today. Show them the reader’s notebook (build anticipation/motivation).
  o Using the overhead projector, model filling out the reading log. Use a student’s current or recent book as an example.
  o As of today, I want you to begin entering books that you’ve completed in your reading log.
  o Independent reading time.
  o Closure: Does anyone have any books in their reading log to share?

Lesson 11

Guidelines for working together
  o As readers and writers, we need to work together in our classroom, helping each other do our best learning. Now we’re going to create a chart with guidelines for our reading workshop time. This chart will be really useful if a new student ever joins our class.
  o Write chart together. Everyone signs it (celebration!)
  o Independent reading time.
  o Closure: How did we do today? Did we follow our guidelines?

Lesson 12

Writing responses to your reading
  o We have talked as a class, in small groups and with buddies about our reading. Today, you’re going to learn to put your thinking on paper. When you write about your thinking, you can remember it and share it with others who read it.
  o In this class, you will be writing your thoughts in a letter to me in your reading journal every week. I will read your letter and write back to you. Today, I have written a letter to you to share my thinking about a book that I’m reading. (In the letter, be sure to include different kinds of thinking - make a connection, ask a question, point out some words that I particularly enjoyed, explain whether or not I like the book so far.)
Lesson 13

Writing letters every week
- Tell children how interested I was in reading their thoughts in their journals yesterday.
- Point out the letter that I wrote describing how the journal is used. This letter is glued on the inside cover of the reading journals. Read the letter together. (see F&P page 154 for an example)
- Explain: every week, you will write me a letter. Begin by reading the letter that I've written in response to yours. Then we can continue our written conversation about books and reading.
- Review together the chart called “letters due”. Explain that every day, a different group of children will be responsible for turning in their reading response journals. You can work on the letter on any day of the week, but you must turn your journal in on your due date. It is really important that you begin your letter at least one day before it is due, to be sure that you have time to finish.
- Independent reading time.
- Closure: Have a few more children share their letters.

Lesson 14

Proofreading your letter
- I am really enjoying your letters so far. I'm learning so much about you as readers! You are asking good questions, sharing what surprises you, and writing about how your book reminds you of something in your life or of other books. Today, we're going to talk briefly about how you read over - or proofread - your letter to be sure it is your best work. What are a few things that we need to do to be sure that our letters are our best work?
- Generate and discuss ideas. Create a chart for proofreading letters.
- Independent reading time.
- Closure: Invite a few more children to share their letters.

Lesson 15

- Read together, as a shared reading. Discuss what children notice about my letter.
- Today, instead of reading right away, I'm going to give you a chance to write your first letter in your journal. (Have children glue my letter in their journal as an example.)
- Try to finish your letter today. If you finish, please continue reading.
- Closure: Invite children who are finished to read their letters.
Finding topics for the reading journal
- Writing is thinking. Today, we are going to make a list of all of the different kinds of writing about books you have done and can tell about in your journal. What are some of the topics you can write about in your journal?
- Create a class chart with a list of ideas and starters.
- Independent reading time.
- Closure: Did you think about anything else as you were reading that we should add to our chart?

Lesson 16

Using sticky notes to prepare for letter writing
- (Model this first during read aloud)
- As you read this week, stop one or two times to make some quick notes about your thinking on sticky notes, and place them on the pages in your book that prompted these thoughts. When you are ready to write your letter, you can use your notes about the marked places to help you remember the parts you want to write about.
- Discuss guidelines for using sticky notes - don't use too many because it will interrupt the flow of your reading, use them only if they will be helpful to you, do not waste them, use them only when you feel that you need a reminder, etc.
- Independent reading time.
- Closure: How did you use sticky notes today?

Lesson 17

Creating a list of your reading interests
- An important part of being a reader is finding books you enjoy. Readers plan ahead and know what they would like to read next. Discuss briefly my "now" book, my "next" book and my "last best" book.
- Explain that every reading journal will have a section called "Next Books". This will be a place where children can make lists of topics, genres, authors, and titles that they want to read.
- Show a chart with an enlarged Reading Interests form. Invite a child to fill it out with me, based on their own interests. Model for the class. What kinds of books do you like to read? Is there an author that you'd like to read more from? Have any of your friends recommended books that you would really like to read?
- Tomorrow we will talk more about how friends can recommend books to one another.
When you return to your seat, before beginning your reading, I would like you to write at least one item on your list to get you started on collecting information on books that you want to read.

Independent reading time.

Closure: share some of the items on your list in triads.

Lesson 18

*How to write book recommendations*

- (Model writing recommendations for read-alouds for a few days before this lesson)
- One way readers find good books to read is by listening to the recommendations of others. My sister is my reading soulmate. Every time I love a book, I HAVE to lend it to her so that we can talk about it. She does the same thing. Sometimes I can't even remember which books in my bookcase are mine, and which ones are hers! Every time we talk on the phone, we ask each other what we're reading. Because I really respect her taste in books, I know that when she recommends a book to me, that I really must read it as soon as I can.
- In our classroom, we're going recommend books to one another. We will use the red bookracks to display the books that we believe are so good we don't want our classmates to miss them! If you read a book that you believe should be on the Must-Read rack, take one of these index cards and note the following information.
- Model writing a book recommendation for a read-aloud done earlier in the day or the week. Include: title, author, summary (without giving away the ending!), genre, why you liked it/why you think someone else would like it. Your book recommendation should be like a commercial to sell the book!
- Create a chart outlining the steps.
- Today, before reading, I would like you to think of a book that you really loved. Write a book recommendation on an index card following the directions on our chart. Don't forget to proofread!
- Closure: share recommendations. For the rest of the year, I will invite children to share recommendations every day.

Lesson 19

*Checking for understanding as you read*

- When readers read, they notice when something doesn't make sense and they take some action to resolve the problem.
- Think-pair-share: when you are reading your book and something doesn't make sense, what do you do?
o Write ideas on chart
  o Some ideas that might come out: stop and think, keep on reading, re-read, ask for help (in person or in a letter).
  o Model this strategy during read alouds/shared reading
  o Closure: share strategies, add to list.

Lesson 20

**Decoding unknown words**
  o When readers come to words they don’t know, they have ways of figuring them out. Let’s think about some ways that we figure out words (think-pair-share).
  o Focus: decoding – thinking about sounds that go with letters, taking a word apart, chunking, use what you know about other words
  o Closure: share words that we sounded out

Lesson 21

**Inferring the meaning of unknown words**
  o Shared reading of “gibberish” that is decodable but doesn’t make sense
  o Sometimes we can figure out how to say a word, but that doesn’t mean that we know what it means
  o Think-pair-share: what do we do when we come to a word that we can read, but that we don’t know?
  o Focus: using context
  o Closure: share new words whose meaning you inferred

Lesson 22

**Using punctuation to help you understand**
  o Readers use punctuation to understand the author’s message. When you read, the punctuation marks help you in lots of ways.
  o What do these marks mean? What do we do with our voices? Period, comma, quotation marks, exclamation point, question mark
  o Shared reading with various punctuation marks
  o Closure: have a paragraph from the book you are reading ready to share with a partner. You will read your paragraph to each other, observing the punctuation marks.