The “First Twenty Days”…to start the year off right!

A plethora of MINI-LESSON ideas:
(in no particular order) from...

- your literacy coaches/colleagues
- Workshops That Work by Kirsten Widmer
- Around the Reading Workshop in 180 Days by Frank Serafini
- Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell
- Day-to-Day Assessment in the Reading Workshop by Franki Sibberson
- Revisiting the Reading Workshop by Barbara Orhavec and Marybeth Alley

1. In a letter prior to the start of school, ask students to bring a favorite book on the first day. Then, do a fun sharing activity. (ie. book talks)
2. Choosing “Just Right” Books
3. Structure of Reading Workshop: (Mini-lesson, Independent Reading & Conferences, Sharing/Reflection)
4. How Reading Workshop Looks, Sounds, and Feels
5. Readers Choose Books Interesting to Them (hand out reading survey)
6. Choosing a Place to Read (nooks)
7. Recording What We Read (log)
8. Keeping a Reading Interest List
9. Filling Out Daily Reading Memos
10. How to Take Care of Books
11. Grand Opening of the Classroom Library
12. How to Check Out/Return Books
13. Readers Think While They Read
14. What Students Do During a Reading Conference
15. What the Teacher Does During a Reading Conference
16. Building our Reading Stamina
17. How To Write a Reader Response Letter
18. Options for Responding to Literature or for When You’re “Finished”
19. Readers Explore Different Genres
20. How To Give a Book Talk
21. How to Recommend Books to Others
22. What is Graded in Reading Workshop
23. Who Reads and Why? (take a field trip around the building and give homework for students to look for “readers” at home, sports practice, restaurants, etc.)
24. Readers Find Time Throughout the Day to Read
25. We All Learn Different Things When We Read
26. How Do We Use our Book Boxes?
27. Readers All Look Different—We All Read Different Things
28. Readers Appreciate Words
29. Readers Visualize as They Read (Make a Movie in Your Mind!)
30. Readers Check for Understanding

Burning Question

Q: It seems like the “First Twenty Days” will take a lot of time away from teaching the curriculum. How do I address that?

A: Creating a “reading community” in which students are independent is more likely when procedures and routines are taught intentionally and seem purposeful to students. Without building relationships and setting expectations for reading workshop instruction, all other efforts throughout the year will be futile. Taking the first few weeks of school to establish routines and build relationships will pay off the rest of the year, both academically and behaviorally! (results may vary)

Check out the “Class Set-Up” Tool at Scholastic’s website for ideas on arrangement for Reading Workshop!

http://teacher.scholastic.com/tools/class_setup/