Grade K Unit 1: Launching Reading and Writing Workshop in Kindergarten-A Colorful Time with Rhythm and Rhyme

UNIT OVERVIEW

Unit Essential Question: How do I become a Great Reader and Writer?

This three week launch unit is designed to introduce students to the rituals, routines, and rigor of the Common Core State Standards (CCSS). This unit is only three weeks to build time for review and reteaching as necessary at the beginning of the year. During the beginning of the year, you will assess the students with Fountas and Pinnell Benchmark Assessment. Launching Reading and Writing Workshops in kindergarten is an exciting and crucial time of the year for your students. You are creating an environment of independent, confident, and respectful readers and writers. Students learn rituals and routines, while exploring and experimenting with what it means to be readers and writers.

The lessons included in this guide are meant to serve as a framework; there is room for your judgment and changes based on your class’s experience and personalities. Many lessons are based on modeling and think-aloud techniques to allow students to observe and learn appropriate reading and writing behaviors. Give some thought to what your Reading and Writing Workshops will look like, such as where and how students will sit, how you will build your library, and how supplies will be shared and stored.

This unit is not designed to go in-depth with any of the standards; the purpose is to familiarize students with the type of thinking that is required by the CCSS. Subsequent units will include more thorough instruction on the standards as well as provide much more practice on meeting them.

I know this is a lot of standards – but we are just introducing Students will be introduced to the following standards in this unit:

ELACCKRL4: Ask and answer questions about unknown words in a text.
ELACCKRL5: Recognize common types of texts (e.g., storybooks, poems).

ELACCKRL10: Actively engage in group reading activities with purpose and understanding. ELACCKRI10: Actively engage in group reading activities with purpose and understanding. ELACCKRF1: Demonstrate understanding of the organization and basic features of print.

ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ELACCKRF2(a): Recognize and produce rhyming words.

ELACCKW1: Use a combination of drawing, dictating, and writing to compose pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
ELACCKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

ELACCKSL1(a): Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

ELACCKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.

SUGGESTED STUDENT OBJECTIVES

- Describe what Reading and Writing Workshops look and sound like and their responsibilities in each.
- Learn and use rituals, routines and tools respectfully
- Begin to learn how to work independently and with others.
- Recognize the difference between a storybook and a poem.
- Understand that poems (poetry) are written by poets and that they often rhyme
- Identify the author and illustrator of a storybook and of an informational book.
- Ask questions about unknown words in a text.
- Understand the organization and basic features of print.
- Identify the front cover, back cover, and title page of a book; follow the words from left to right, top to bottom, and page by page.
- Understand that words are separated by spaces in print.
- Use a combination of drawing, dictating, or writing to share an opinion.
- Use a combination of drawing, dictating or writing to narrate a single event or several loosely linked events.
- Listen to others and take turns speaking while discussing favorite rhymes.
Actively engage in group reading activities.

**SUGGESTED WORKS**

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other words identified as exemplars.

**LITERARY TEXTS**

*Picture Books (Read Alouds)*

- *Red, Green, Blue: A First Book of Colors* (Alison Jay)
- *Colors! Colores!* (Jorge Lujan and Piet Grobler)
- *Brown Bear, Brown Bear* (Bill Martin Jr. and Eric Carle)
- *If Kisses were Colors* (Janet Lawler and Alison Jay)
- *My Many Colored Days* (Dr. Seuss) (EA)
- *Mary Wore Her Red Dress* (Merle Peek)
- *The Red Book* (Barbara Lehman)
- *Chicka Chicka Boom Boom* (Bill Martin Jr., John Archambault, and Lois Ehlert)
- *Rap a Tap Tap, Here's Bojangles: Think of That!* (Leo and Diane Dillon)
- *And the Dish Ran Away with the Spoon* (Janet Stevens and Susan Stevens Crummel)
- *Red Is for Dragon: A Book of Colors* (Roseanne Thong and Grace Lin)
- *Clang! Clang! Beep! Beep! Listen to the City* (Robert Burleigh and Beppe Giacobbe)
- *Itsy Bitsy Spider* (Iza Tapani)
- *Grandmother's Nursery Rhymes: Las Nanas de Abuelita* (Nelly Palacio Jaramillo)
- *Beatrice Doesn't Want to Read*
- *Fire Up With Reading* (Toni Buzzeo)
- *Pete the Cat* (James Dean and Eric Litwin)
- *Reading Makes You Feel Good* (Todd Parr)
- *Reading Is Everywhere* (B and J Cutting)
- *How Rocket Learned to Read* (Tad Hills)
- *How Rocket Learned to Write* (Tad Hills)
- *I Can Read* (Lanczak Williams)
- *Dex, Heart Of A Hero* (Carolyn and Mark Buehner)
- *A Quiet Place* (Douglass Wood)
- *A Noisy Book* (Paul Harrison)

*Poems (Read Aloud)*

- "Halfway Down" (A.A. Milne) (E)
- "Singing Time" (Rose Fyleman) (E)
- "Mary Had a Little Lamb" (Sarah Josepha Hale)
- "Time to Rise" (Robert Louis Stevenson)
- "Twinkle, Twinkle, Little Star" (Ann and Jane Taylor)

*Nursery Rhymes (Read Aloud)*
• "Diddle, Diddle, Dumpling"
• "Early to Bed"
• "Georgia Porgie"
• "Hey Diddle Diddle"
• "Humpty Dumpty"
• "Jack and Jill"
• "Jack Be Nimble"
• "Little Bo Peep"
• "Little Boy Blue"
• "Little Jack Horner"
• "Little Miss Muffet"
• "Old Mother Hubbard"
• "Pat-a-Cake"
• "Ring Around the Rosey"
• "Rock-a-bye, Baby"
• "Roses Are Red"
• "Simple Simon"
• "Star Light, Star Bright"

INFORMATIONAL TEXTS

Informational Books

• My Five Senses (Aliki) (E)

Informational Books (Read Aloud)

• The Magic School Bus Makes a Rainbow: A Book About Color (Joanna Cole, Carolyn Braken, and Bruce Degan)
• Colors and Shapes : Los Colores y las figuras (Gladys Rosa-Mendoza, Carolina Cifuentes, and Michele Noiset)
• I Spy Colors in Art (Lucy Micklethwait)
• Colors (Learning with Animals) (Melanie Watt)
• Living Color (Steve Jenkins)
• Butterfly Colors (Helen Frost)
• Matisse: The King of Color (Laurence Anholt)
• A World of Colors: Seeing Colors in a New Way (Marie Houblon)

Additional Resources for Unit:

• Georgia Common Core Frameworks for Kindergarten: (https://www.georgiastandards.org/Common-Core/Pages/ELA-K-5.aspx)
• Common Core Curriculum Maps (ELA K-5)Written by Teachers for Teachers, published by Jossey-Bass
• Nursery Rhyme Flip Chart (Scholastic Professional Books)
• Common Core Posters for Kindergarten: (www.teacherspayteachers.com)
• *Step-by-Step Writing Lessons for K-1* by Waneta Davidson, Deneen Wuest, and Deanne Camp
• http://www.pps.k12.or.us/files/curriculum/KG_Writing__LAUNCH.pdf
• http://www.wrsd.net/literacy/WWlaunch.cfm

• **Good Habits, Great Readers**
  • Good Habits, Great Readers Teacher's Guide
  • Good Habits, Great Reader Writing Teachers Guide
  • Leveled Books
  • Words Their Way
  • Additional Word Work and Phonics

**ART, MUSIC, MEDIA**

**Art**

• Henri Matisse, *The Desert: Harmony in Red* (1908)
• Diego Rivera, *Flower Day* (1925)
• Pieter Bruegel, *The Hunters in the Snow* (1565)
• Helen Frankenthaler, *Mountains and Sea* (1952)
• Paul Gauguin, *The Midday Nap* (1894)
• Pablo Picasso, *Le Gourmet* (1901)

**Music**

• [www.kindersite.org/index.html](http://www.kindersite.org/index.html)
• Dr. Jean on You Tube
• Heidi’s Songs

**Media**

• *Reading Is Fundamental*
  They have a section on nursery rhymes where they say it for you and then if you click on the babies and toddler section they have some nursery rhyme videos.
• [www.pebblego.com](http://www.pebblego.com)
• [www.hubbardscupboard.org](http://www.hubbardscupboard.org) (Lessons, mini-books centers and even family night activities centered around Nursery Rhymes)
• [www.starfall.com](http://www.starfall.com)
• [www.bookflix.com](http://www.bookflix.com)
• [www.drjean.org](http://www.drjean.org) (You can get copies of her "cheers" for use during the Author's Chair)
• [www.abcteach.com](http://www.abcteach.com)
• [www.jmeacham.com](http://www.jmeacham.com) (Excellent resource for ideas for Writing Workshop)
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<td>How can I show respect for other readers?</td>
<td>How can I read with a partner?</td>
<td>How can my pictures convey meaning? (adding more details to pictures and words)</td>
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<td>How can I share my thinking with a partner?</td>
<td>How can my pictures convey meaning? (adding more details to pictures and words)</td>
<td>How can I confer about my writing with my teacher?</td>
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<td>How can I problem solve and work independently?</td>
<td>How can I think about the books and pictures as I read?</td>
<td>How can I stretch my words and write the sounds I hear?</td>
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**ADDITIONAL COMPONENTS**

The following lessons are for launching the Reading and Writing Workshops. These lessons are for establishing rituals and routines. The theme, *A Colorful Time with Rhythm and Rhyme*, was taken from *Common Core Curriculum Maps for ELA*, written by Teachers, for Teachers.

**UNIT LESSONS**

**Reading Lesson 1: What is Reading Workshop?**

Students will begin to establish the rituals and routines of Reading Workshop as part of the kindergarten classroom community.

Materials: * Chart paper, Markers,*

* Various Books For Independent Reading

* Possible Read Aloud - *Fire Up With Reading* by Toni Buzzeo or *How Rocket Learned to Read* by Tad Hills

**Opening (Mini Lesson)**

- Begin by having students come to the meeting area. Teacher will explain how we will be having a very special time together every day called Reading Workshop. This is a time when we read and practice what we are learning about reading. It is a time to enjoy...
books and grow as readers. There are three parts to Reading Workshop. As you are explaining Reader’s Workshop you will create an ANCHOR CHART so that you will be able to review and students will be able to use the chart as a reference as they are learning what Reading Workshop means to them.

- The first part is called the "Opening" which is what we are doing right now. During the opening we come together in our meeting area and learn about reading and books.

- The second part of Readers Workshop is called "Independent Reading" or Work Time. This time we practice our reading by reading. It is your job to read and practice what we have learned. It is my job to come around and listen to you read, to talk to you about reading and to teach you some things about reading.

- The last part of Readers Workshop is called the "Share Time" or Closing. At this time we will come back together in our meeting area and share about something we did as readers.

Demonstration: Watch me go through the different parts of Readers Workshop. Role-play coming from a desk or table to the meeting area, sitting down and listening. Then role-play moving with the bag of books to a place in the room to read through some of the books in the bag. Then role-play coming back to the meeting area and sharing.

Work Time (Independent Reading)

- Now you will be going off to do Independent Reading. Walk quietly to your table (desk) and choose a book from the basket (pile) that is there. Read through the book you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading.

Closing (Share time)

- Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class? Tell us why you chose to share that book.

Choose one or two students to share.

Writing Lesson 1: What is Writing Workshop?

Materials: *Chart paper
*Markers
*Anchor Chart (see sample below)

Possible Read Aloud: How Rocket Learned to Write by Tad Hills
http://www.youtube.com/watch?v=BsTpyFSS3G4 by Harry Kindergarten song about beginning Writers Workshop

Students will begin to establish the rituals and routines of Writing Workshop as part of the kindergarten classroom community

Opening (Mini-Lesson)

- Begin by having students come to the carpet. *Today boys and girls, we are going to start something very special. It is something we will do every day in Kindergarten. It is called Writing Workshop. (Show Chart) Writing Workshop is a time where we will come together and learn about writing. We will learn how to be a writer and learn what writers need to write. You are all writers; another word for writer is author. Writers write letters, create lists, draw illustrations, (pictures), write about things they know and make books. Everyday at the start of writing workshop we will gather right here for a little mini-lesson or Opening. We will gather here because this is a special place where we will talk about how to become writers. Books are all around us. Every one of these books was written by an author, and this year you will be authors too. Writers workshop at school is a routine that you will look forward to*
every day, just like you look forward to routines at home, such as bedtime stories."

"I would like to share with you a little poem."

I have stories,
I have pictures,
And they are sleeping in my head,
I wake them up,
I write them down,
They are shared, when they are read.

Poem can be enlarged and posted in the classroom to be recited as a way to begin Writing Workshop time.

- "Now I will show you how I start writing. First, I need to think about what I am going to write about, so I am going to wake up one of the stories in my head." Think Aloud about what you will write. Explain to students that thinking aloud is when you are talking about your thinking process and your actions.

  "Watch me as I write. "Pick up a marker and act like you’re wondering what you could write about. " Gosh, what could I write about? Let's see... I could write about flowers, but wait! I don't really know that much about flowers. I think it'll be easier to write about something I know a lot about. Writers often write about themselves. So, I'm going to write about myself." "Okay, I'm going to close my eyes. I have a story in my head! I walk my dog a lot. I'm making a picture, a movie in my mind, about what happened this morning when I walked my dog before I came to school. I'm drawing my story, making a picture of me and my dog and how it was raining. Mud splashed all over me and my dog."

  Model your thinking aloud as you sketch and label your drawing, stretching out words and writing some sounds. (dog, mud, me)

  "We went for a walk. It was raining. Mud splashed on us."

  So, first I thought about something I did - walking my dog, and then I made a movie, a picture in my mind about one time that I walked my dog (this morning) and then I made a picture of my story. Finally, I wrote some words to go with my picture."

  "Writers, now it is your turn to write about something that you have in your head. Close your eyes and think about which story you want to wake up in your head. Now open your eyes and turn to your neighbor and tell them what you are going to write about."

Work Time

- "Wow! Such great ideas! I can't wait to read all of these wonderful stories. Writers, we will write for just a few minutes today and I will let you know when our writing time is over."

  Send children off to write. Think about you procedures. Will you hand out paper? Is there a place in your room where children can go to get paper? Teach the children your expectations. Writing time today will be short. Play quiet music. Walk around the room and monitor writing.

Closing (Share Time)

- Stop music to signal work time is over. Bring students back to the carpet with their writing.

  "The final part of our Writer’s Workshop is sharing." Reread the poem.

  Okay, writers. What stories did you wake up today?

  Everybody, hold you’re writing up so we can all admire it? Wow, everyone, great work! Let's share a few of these stories today! Have a few children share. In kindergarten, there will be more storytelling about the pictures than actual reading. Remember, today is about encouraging and convincing students that they too can be writers! There will be plenty of time in future sessions to dig in and raise the quality of student writing.

Reading Lesson 2: What will Reading Workshop look like in our classroom?

Materials: *What is Reader’s Workshop Anchor Chart
* Marker
* Stacks or baskets of books for Independent Reading

Opening (Mini Lesson)

- Begin by having the students come to the carpet. Does everyone remember yesterday when we talked about Reading Workshop? Remember, we said that Reading Workshop is a very special time of our day that we will read and practice what we are learning about reading. It is a time to enjoy books and grow as readers. Let’s review the three parts to Readers Workshop. Do you remember
the three parts of our reading workshop? Guide students as they look at the ANCHOR CHART titled “WHAT IS READER’S WORKSHOP?” Begin a new Anchor Chart by discussing How Reader’s Workshop will look in the classroom. Guide students as they brainstorm rules and procedures for how to build a true community of readers. Write the rules under the title Our Reader’s Workshop Contract. Boys and Girls it is great to see how important you feel our reading community will be. I want us to all sign our Reader’s Workshop contract. When you sign this you are saying that you agree to all of the rules and procedures on our chart.

Work Time (Independent Reading)

- Now you will be going off to do Independent Reading. Walk quietly to your table (desk) and choose a book from the basket (pile) that is there. Read through the book you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading.

Closing (Share Time)

- Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class? Tell us why you chose to share that book.

Choose one or two students to share.

Writing Lesson 2: What does Writers Workshop Look Like and Sound Like in My Classroom?

Materials:
- *Looks Like/Sounds/Feels like Chart (Include eye, ear, and heart drawings (sample follows this lesson)
- * Markers
- * Camera

Opening (Mini-Lesson)

- Good morning writers! When writers write they need to be in a space where they are comfortable and can think about their writing and put their writing down on paper.
- I want you to take a minute, be as quiet as you can, think about what you hear, what you see and how you feel. Model a think-aloud (I can hear the clock ticking). During our writing time, writers need to be able to think and do their personal best. Today we are going to get a picture of what our writing workshop should look like, sound like, and feel like. If ___________ (principal, visitor etc.) were to walk into our room during writing workshop, what would (s) he see?

- Reveal the chart, "Writing Workshop looks like, sounds like, feels like...."

I’m making a picture in my mind of what writing workshop looks like. I see students sitting at tables, with their paper and pencils... Writers close your eyes and make a picture in your mind of what writing workshop looks like to you. Turn and talk with your neighbor. Write on the chart 2-3 ideas you overhear students saying. If they have a hard time thinking of ideas, give them ideas. Then move on to what writing workshop sounds like.

Make a picture in your mind of what writing workshop sounds like. Now turn and talk with your neighbor.

Write on the chart 2-3 ideas you overhear students saying. If they have a hard time thinking of ideas, give them ideas. Be sure to include quiet voices.

Now let’s talk about how it feels to be a part of our writing workshop.
Add ideas to chart. Emphasize feelings of acceptance, safety, success, tolerance, and listening to others.

NOTE: Guided Practice
Repeat the following on different days as needed: however, if students are getting squirmy, have them quickly practice/act out one item from each section of the class chart: Writing Workshop looks like, sounds like, and feels like
Now that we’ve decided what writing workshop should be, we’re going to practice what a writing space looks like, sounds like, and feels like. Everyone will have a chance to be both the writer and the observer.
Divide class into two groups. The first group will write while the others will look for characteristics from the chart. Have the observers share what they have noticed.
Switch groups.
Review poster and add additional observations.
Take pictures of each group engaged in Writing Workshop. Pictures will be added to the poster later.

Work Time
- Now writers, remember what you saw, heard and felt as you worked and as you watched others work.
  Let’s all work together to make our classroom a comfortable place to write. Dismiss students to work at tables.

Closing (Share Time)
- Bring students together at the carpet. Start by reflecting on what you saw and heard in the classroom, I saw ______ working in groups. Would anybody else like to share what he or she saw, heard, or how they felt during writing workshop? Look at everything we noticed during writing workshop. Tomorrow we will practice again how we want our writing workshop to look, sound and feel.

Writing Workshop

Looks like . . .
- children writing at their table.
- Children using the word wall and their alphabet charts.
- Teacher conferencing with children.

Sounds like . . .
- quiet voices.
- Writing tools moving on paper.
- Bodies moving quietly.

Feels like . . .
- it is calm.
- It is happy, excited. It feels safe.

Reading Lesson 3: How can I take care of books?
Materials: * Previous Anchor Chart
* Chart Paper, Markers
* Possible Read Aloud – Chicka Chicka Boom Boom by Bill Martin, Jr.

Opening (Mini Lesson)

- Begin the lesson by having the students come to the carpet and quickly review What Is Reading Workshop? Anchor chart. I can’t believe what great readers you are becoming already. I watch you look at and read books. I watch as you get excited about what you are seeing and reading in books. I also am so proud of the way you signed the contract yesterday and worked hard not to disturb others as they were reading books (Refer to Anchor Chart from Tuesday). Today I am going to teach you how to take care of the books in our classroom.

Teach: Explain to students how special the books our in the classroom and that they are for everyone to read. Tell the students that as we go through the year that you want them to love the books in their classroom as much as you do. If you love something, you want to take care of it so it will last a really long time. You want to be a “book lover.” Sometimes, we have students that do not make a good choice and forget how to take care of books. They become a book bully. Book bullies do not take care of books. They treat the books badly and damage the books so that no one else can enjoy them. Sometimes they throw the books, bend the books, or even tear the pages. Show and example of a damaged book. Be sure the students know the difference between a book that is damaged on purpose and one by accident.

It is really important to take care of books. One way you can be sure that books do not get damaged in our class is to learn how to take books out of the baskets or bags and how to put them back. Teacher demonstrates how to take a book out of the basket or bag and how to put it back.

Active engagement: Make the anchor chart in front of the students. Review the chart with them and have them echo read the chart after you.

Link: Today and everyday remember to be a book lover by treating the books in our classroom with respect.

Work Time (Independent Reading)

- Now you will be going off to do Independent Reading. I want you to practice taking care of the books that you are reading. Walk quietly to your table (desk) and choose a book from the basket (pile) that is there. Read through the book you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading.

Closing (Share Time)

- Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class? Tell us why you chose to share that book. The teacher could also pick students to share that she/he noticed were taking care of books that he/she was reading.
Writing Lesson 3: When I'm Done, I've Just Begun

Materials:
* Anchor chart from Day 1
* Poem from previous day

Opening (Mini-Lesson)
- Call the students to the carpet. Tell them that it is Writing Workshop time again. Reread the poem from yesterday. Review with students the parts of Writing Workshop. First, we will have an Opening, then we will have Work time and then we will come back and have Share time.
- Connect: “Good Morning writers, yesterday you did what real authors do. You thought of something in your life, got a picture in your mind and then drew and wrote about it. But we had a problem. I heard many boys and girls say, “I’m done!”
- Teach: Today, I’m going to teach that writers have a saying, ‘When you’re done, you’ve just begun.’ When we finish one story, we get to work. Sometimes, we add to the picture or to the words - and sometimes we get a new piece of paper and start a new story. Our job, as writers, is to keep working on our writing or the whole writing workshop.”
- Teacher rereads her story from the previous day and thinks aloud what she could add to her story.
- Teacher tells students that they need to read their own writing and see if they could add more to the pictures or the story.
- You can create an anchor chart with the students entitled When I’m Done.

Work Time
- Send students to work places and pass out individual folders and a sheet of paper.

Closing
- Call students back to the carpet with their folders. “Today writers, during our work time we practiced what good writers do. Good Writers get to work and are never done.” “Now we will have our share time.”

Teacher Notes:
- You have now taught the first three lessons. You have introduced the workshop model, how to use a writing folder and taught students how writers think. Some of your students are generating topics, drawing and perhaps beginning to write. If many students are having difficulty generating topics, you might be wise to resist moving ahead. Instead, develop another lesson or two. You can model and write about something important to you. During your read aloud time, read one or more of the texts in Lesson three. Then in your mini lesson you can make a connection to the text. Kindergarteners cannot sit very long at the start of the year. Feel free to repeat any lessons in this Launch Unit, as needed.

Reading Lesson 4: How can I hold a book and turn the pages correctly?
Materials Needed:
- Previous Reader’s Anchor Charts
- Markers, Chart Paper
- Possible Read Alouds
  - Read Anything Good Lately by Susan Allan
  - Reading Is Everywhere by B. and J. Cutting
  - I Can Read by Rozanne Williams

Opening (Mini – Lesson)
- Begin the lesson by having children come to the carpet and briefly share previous Reader’s Anchor Charts. Yesterday I taught you how to take care of books in our classroom by being a book lover. (Review the chart from the previous day). Today I am going to teach you the way Book Lovers hold and read their books correctly.
  
  Teach: It is important to learn how to hold and turn the page of a book carefully so that they do not get torn or crumbled. Let me show you what I mean. (Teacher holds book with two hands and turns the page at the top or bottom corners. Teacher shows students that the picture will be right side up when they are holding the book correctly. Demonstrate a couple of times. This time have students give you a thumbs up or down if you are doing it correctly or not.

  Active Engagement: Pass out a book to each student. Ask the students to demonstrate the correct way to hold a book and turn the pages. Observe students and help correct any problems that you see.

  Link: Today and every day when you are reading a book, make sure you are holding the book correctly and turning the pages at the corners.

- Work Time (Independent Reading)

  Now you will be going off to do Independent Reading. Walk quietly to your table (desk) and choose a book from the basket (pile) that is there. Read through the book you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading.

Closing (Share Time)
- Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class? Tell us why you chose to share that book. Teacher picks two to three students whom she/he saw holding a book and turning the pages correctly.

Writing Lesson 4: How Can I Take Care of My Writing?

Materials: * Chart Paper
  - * Chart with your story from Day 1
  - * Read Aloud Books, such as My Many Colored Days, by Dr. Seuss, or Red is for Dragon: A Book of Colors, by Roseanne Thong and Grace Lin

Opening
- Call students to the carpet for Writing Workshop. You could read the poem introduced in Day 1 as a signal that it is time for Writing Workshop. “Good Morning, Writers. It’s time for Writing Workshop. First, we will have our Opening, then we will have Work Time and finally, we will have Share time.”

- “Good Morning writers, yesterday I got to see your great writing. Today, I’m going to teach you how to take care of your writing.
Sometimes you will want to save a piece to work on later. And sometimes you will want to store a piece that is already finished.

- Have a sample folder with your name on it. You will show the students the folder and model what to do with it.
- "You will see that your writing folders have two pockets inside. You will see that one pocket says 'Not Finished' and the other pocket says "Finished." We can use this folder to put our writing papers in. At the end of Writer's Workshop, if you are finished with your paper and don't have anything else to add to your picture
- or any more words to write, then you will put the paper in the "Finished" pocket. You will put it in carefully so it does not get bent or wrinkled. If you are not finished when Writing Workshop ends, you will put the paper in the "Not Finished" pocket so you can work on it next time."
- (Demonstrate several times with your own finished and unfinished work.)

Work Time

- Send students to work places and pass out individual folders and a sheet of paper.
- "Writers I want you to pretend that you have been writing and you have finished your piece. What do you do with your paper? Show me how you will put it into your folder. What pocket did you put your finished paper in?"
- "Now, pretend that you have been writing and you hear me say to stop and put your work away. What do you do with your paper that you are not finished with?"
- Show me what you do. What pocket of the folder do you put your unfinished paper in?

Closing

- Call students back to the carpet with their folders. "Today writers, during our work time we practiced what good writers do. Good Writers take care of their work". "Now we will have our share time. Who would like to share their work from yesterday?"
- Have two to three students share their work from yesterday with the group.

Reading Lesson 5: What is a book? (ELACCKRIS)

Materials:
- *Previous Anchor Charts
- *Chart Paper, Markers
- *Previously book that students have been read
- *Stacks or baskets of books at each table

Opening (Mini – Lesson)

- Begin the lesson by having the students come to the carpet. Briefly review past Anchor Charts, it is important to keep reviewing so that the students remember the basics of what and why they are doing Reading Workshop.
- Connect: Yesterday I taught you how to hold a book correctly and how to turn the pages so that the pages don’t tear or get crumbled and you have been doing such a great job at being book lovers! (Review the previous charts and have student echo read with you)
  Today I am going to teach you about books.
- Teach: Books are some of my favorite things. I know you are going to come to love them as much as I do. But I was thinking, and wondering what is a book? What kinds of things will I find in a book? What are the parts of a book? (Teacher holds up 2 books) Boys and girls think about these 2 books I am holding. Each one has a different picture on the front and they are different colors, but what is
the same about the books? What are some things that most books have that are the same? (Begin building the Parts of a Book anchor chart - add one thing at a time and point it out to students 2 books you held up. Do not add author and illustrator until tomorrow. If you have not discussed title, title pages, author and illustrator during shared reading; you may want to have a brief discussion of this now.

Active engagement: Pass out books to each student. Tell the students that they are going to use the chart to see if their book had all the things from the chart. Review the anchor chart with the students pointing to each thing on their book.

Link: Today and every day when you are reading look for all the parts of a book we talked about today.

• **Work Time (Independent Reading)**

  • Now you will be going off to do Independent Reading. Remember the ways that we can read a book. Walk quietly to your table (desk) and choose a book from the basket (pile) that is there. Read through the book you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading. While students are reading, the teacher will walk around and compliment students for reading.

Closing (Share Time)

• Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class? Use the chart and tell us how you read your book today. Teacher may pick a student or two to share the parts of a book.

**Writing Lesson 5: How can I tell my story in illustrations?**

Materials  * Teacher created story  * Anchor Charts

Opening

• Call students to the carpet for Writing Workshop. You could read the poem introduced in Day 1 as a signal that it is time for Writing Workshop. “Good Morning, Writers. It's time for Writer's Workshop. First, we will have our **Opening**, then we will have **Work Time** and finally, we will have **Share Time** and then **Work Time**

• Connect: Yesterday, we learned how to take care of our writing. Today I am going to teach you how to start with an idea for writing and to put that idea on the paper.

• Teach: Writers, today O’m going to close my eyes and get a story of something that I’ve done in my head. (Teacher closes her eyes and thinks about a story). Okay I’ve got it! Here is how it goes. (teacher tells the class her story). Okay now I want to get the whole story in my illustrations. First I will draw the first part of my story. (teacher draws) Do you see how I am putting the whole story into my picture?

• Active Engagement: Will you all help me now? Turn to the person next to you and think about what other parts of the story I could put into the illustrations.

• Link: So, today and everyday as you write, make sure you picture what happened and then put the details of your story in your illustrations. Let’s get ready to write! Close your eyes. Once you get the story in your head, open them and signal with a thumbs up that you’re ready to write.

**Work Time**

Students go to their writing spot and work on a story. The teacher monitors and conferences with students.
**Closing (Share Time)**

- Stop music or use a signal to let students know work time is over. "Writers, it is the end of work time today. You need to decide where you want to put today's piece. If it's finished it will go in the "Finished" pocket. If you want to add words or pictures, it will go in the "Not Finished" pocket.
- Choose a few students to share their work that have not done so this week

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**Reading Lesson 6: How do readers read? (3 ways to read a book)**

**Materials:**
- *Flipchart of previous lessons

**Opening**

- Briefly review past Anchor Charts, it is important to keep reviewing so that the students remember the basics of what and why they are doing Reading Workshop. Every year at the beginning of the year I have kids come up to me and tell me that they don't know how to read. They are always really upset because they really want to read, they just haven't been able to do it yet. Well I have some great news! I am going to teach you how to read a book even if you don’t know how yet. Show the students the 3 ways to read a book chart (just the title. You will create the chart with the students over the next 3 days). Read the title to them and then add the words ‘look at the picture and tell a story” Tell the students that they can read the words by looking at the pictures and telling what you see happening in them.

Let me show you what I mean. *(Choose a book with good picture support to model this strategy. A big book would be best because you want all students to see the pictures clearly. If not, place book under a document camera.)* Look at the cover and tell what you see happening then open the book and begin telling the story using the pictures. Just use a few pages and save the rest. 

**Active engagement:** Show the students the next couple of pages of the book. Ask the students to think about what is happening in the story based upon the pictures. Ask students to share their thinking.

**Link:** Today and everyday remember that everyone in the room is a reader. If you can’t read the words, tell the story using the pictures.

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**Work Time (Independent Reading)**

- Now you will stay in your spot for independent reading. Remember the ways that we can read a book. Read through the books you chose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. Don’t forget, if you finish you may reread the book you chose or quietly choose another. When we come back together, I will show you the pictures of great readers. While students are reading, the teacher will walk around and compliment students for reading. Make sure you take a picture including every child.

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**Closing Sharing Time**

Call students to the carpet. Pick 2 or 3 students to share how they used the pictures to help them read the book.
Writing Lesson 6: How can I draw hard to make ideas?

Materials: *Mentor text: My Many Colored Days by Dr. Seuss
            Red Is for Dragon: A Book of Colors by Roseanne Thong and Grace Lin
            * Pencils

Opening

- Connect: Good Morning Writers, yesterday I taught you how to tell a story on each page and think about what happened first, next, then and last. I have been so excited about the kinds of things that you have been talking and writing about. But sometimes I see you excited about a great idea, and then you go back to your seats and you’re not sure how to draw the picture. And some of you decide not to write about your great ideas because you are not quite sure how to draw it. That is so sad because the world misses out on your wonderful idea!
- Teacher: Today I want to teach you that when you go and draw something and have an ‘uh,oh’ feeling because you aren’t sure how to draw it, what writers do is we say ‘I’m going to draw the best that I can.’ And then we close our eyes and think about what the thing we want to draw looks like and that helps us draw as best as we can. We don’t just give up! No way! We say ‘I’m going to draw the best that we can.’ Let me show you with my story.
- ‘I’m going to do a piece of writing and partway through it, you’ll see me get that ‘oh-no, I don’t know how to draw it! feeling. I want you to be researchers and watch what I do when I get that feeling. ’Teacher models how to draw something hard in his/her story by thinking aloud.
- Active engagement: As you think aloud and can’t draw a picture, ask the students to tell you what you should do.
- Link: Writers, today at work time if you are having a hard time drawing the picture that you want I want you to close your eyes like I did and think what it looks like and draw the best hat you can

Closing (Share Time)

- Stop music. Writers, look at all you’ve done! Teacher picks 2-3 students who attempted to draw something difficult.

Reading Lesson 7: How can I read a book?- tell a story from the pictures

Materials:
- Anchor Chart from previous reading lesson

Opening (Mini-Lesson)

- Yesterday we began by making a chart of the three ways to read a book, I taught you the first way to look at the pictures and use the pictures to tell a story. Today I am going to teach you another way to read a book.
- Teach: How many of you have heard the story Brown Bear Brown Bear or the nursery rhyme Jack and Jill or the song the Itsy Bitsy Spider? These are familiar stories and songs that you already know and could probably tell me the story without having the book in front of you. That is the second way to read a book- tell a story you already know. Let’s add this to the chart.
- Teacher then passes out a familiar book such as Brown Bear Brown Bear or Chicka Chicka Boom Boom and begins telling the story while turning the pages, Point out that you are not actually reading the words, you are just telling the story that you already know.
- Link: Today and every day when you think you can’t read a book you can look at the pictures and tell the story or if it a story that you know you can tell the story.

Work Time (Independent Reading)

- Do you remember how we go off to do Independent Reading? Let’s watch again as each of us go find a good reading spot and begin reading. Remember the ways that we can read a book. Read through the books you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading. While students are reading, the teacher will walk around and compliment students for reading.
Closing (Share Time)

- Students will gather in the meeting area. *Who has a book that they enjoyed and would like to share with the class?* As the child is sharing the book, compliment the things you are noticing the child is doing to take care of his/her book. Teacher picks 2-3 students to share a familiar story.

Writing Lesson 7: How can I use pictures and words to tell my story?

**Materials:**

**Opening**

- *Writers, I'm so glad to see you sitting quietly and ready for today's mini lesson. In the Opening, I first remind you of what we've been doing and then I will tell you what we will learn today. Then I will always teach - I will show you something you can do. Writers, last time we met! I taught you how to draw something that was hard by picturing in your head and then drawing the best that you can. Today I am going to teach you that writers use both pictures and words when we write. Some writers write words on labels beside the picture and some write words in sentences at the bottom of the page. But every writer writes with pictures and words. Let me show you.*

  *Teach: In my story I drew a picture of what I wanted to say. Now I am going to add labels to my picture. Teacher adds s for sun*

- *Active Engagement: Will you help me now? Turn to the person next to you and think about what other words I could I add to my story?*

  *Link: Today and everyday writers can draw pictures and write words or label their picture.*

**Work Time**

- *Writers, today I want you to remember that writers think first, and then they tell about a story or a message that they want other people to know. Then they write it down by drawing pictures and writing words. Today, I want you to try it. You can draw and write what it is. Send students off to work. Play soft music in the back ground. Monitor student work*

**Teacher Notes: Time to Confer**

- Circulate around the room- encouraging students to begin, add details, and rehearse telling their story quietly to themselves and their neighbor. Continue doing what is called "knee conferences."

  *Some sample questions to ask:*

  - How's your writing going?
  - Tell me about your picture?
  - What is your story about?
  - Do your picture and story match?

Reading Lesson 8: How can I read a book? (Read the Words)

**Materials:**

- *Anchor chart from reading lesson 6*

- Big book or picture book

**Opening**
• Review picture anchor chart highlighting previous mini–lessons. What do you like about reading workshop time? Have you seen any problems that we should discuss and try to solve as a group? Give the children time to do this.

• Show students the 3 Ways to Read a book anchor chart. Have the students echo read as you read the first 2 ways. Then tell the students that today you will be learning the last way to read a book by reading the words.

  Teach: Tell students that another way they can read a book is by reading the words. Add this to the anchor chart. Not all of you are ready for this yet, but some of you are. This is the way I read books. Model pointing to each word in a book and reading to the students. Remind the students that it is OK if they can't read the words yet because everyone in here knows 2 other ways to read a book. Everyone should be able to read during quiet time.

  Link: Today and every day when you are reading remember that there are 3 ways to read books. Remind students that they can look at the chart if they forget.

Work Time

• During reading today, I will pull you one at a time and help you find books to put in your book bags/boxes. Do you remember how we go off to do Independent Reading? Let's watch again as each of us go find a good reading spot and begin reading. Hand each child a placemat (reading spot), remind each child to go get 4-5 books and then find a place by themselves. I am watching as you are choosing books and finding a place by yourself. While students are learning about reader's workshop, let only one child at a time go and get settled. It will take longer, but you will be able to monitor and adjust spots as needed. Remember the ways that we can read a book. Read through the books you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading. While students are reading, the teacher will walk around and compliment students for reading. As students are reading, pull a child or two at a time to come put in their box/bags. These books will stay the same for several days.

• Closing Share Time

  Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class? Ask students how they read the book.

Writing Lesson 8: Where do writers get their ideas?

Materials:

* Read Aloud Books, such as My Many Colored Days, by Dr. Seuss, or Red is for Dragon: A Book of Colors, by Roseanne Thong and Grace Lin

Opening

• Call students to the carpet for Writing Workshop. You could read the poem introduced in Day 1 as a signal that it is time for Writing Workshop. “Good Morning, Writers. It's time for Writing Workshop. First, we will have our Opening, then we will have Work Time and finally, we will have Share time.” Today I am going to teach you that authors always think before they write, and that they write about things they know about. They write about things they have done or things that they know from their own lives. Talk to children about thinking before they begin. Explain that the story idea needs to be in place first, and then they can draw and write. (Many children will simply draw pictures if they are not encouraged to think of a story idea first.

  Teach: Boys and girls remember on Day 1 when we met I told you that when an author wants to write a story the first thing the author must do is to think of a story he or she would like to write. I wrote about walking with my dog (show your work from Day 1). Then the author draws and writes about that story idea. Today I am going to teach you that authors always think before they write, and that they write about things they know about. They write about things they have done or things that they know from their own lives.

  Authors think of things they know about. In his book My Many Colored Days, Dr. Seuss wrote about his feelings and experiences with color. In their book, Red Is for Dragon: A Book of Colors, Roseanne Thong and Grace Lin wrote their life experiences with colors. In the story I wrote about my dog, I told about something that really happened to me. So, authors think of things they know about. Then they write about those things. (Show Chart Below)

  (Model thinking of something you know about, then writing about it.)

  Today I am going to write another story. Let's see. I could just draw a picture of some pretty flowers. I like flowers. But, would that be something that happened to me, something I really know about? I know I'll think first!

  (For fun, exaggerate your thinking - finger to forehead, frowning, eyes looking up.)

  I have it. I'll write about________________ (Sketch your idea while talking about it.)
Now I have my sketch, my really fast picture. Now I will write my words.

(Under the picture, write your story, saying the words slowly and matching the word you say to the words you write.)

Active Engagement: Boys and girls, think of something you could write about today. Think of something you have done or something from your life. Who would like to share what they will write about today? I have heard several good ideas for stories. I am excited to see your work.

Link: So today and everyday as you write, think about what you want to write and write ideas from your own life.

Sample anchor chart

Work Time:
- Remind children to write about their own lives and remind them how to use the writing folders. Dismiss children a few at a time. Have them tell you what they will write about. Comment on the things you see them doing right as they go back to their seats. You may need to spend a few minutes with those students who are reluctant to begin. Helping them to develop ideas. Play quiet music and monitor student writing.

Closing Share Time
Stop music or use a signal to let students know work time is over. "Writers, it is the end of work time today. You need to decide where you want to put today's piece. If it's finished it will go in the "Finished"
- Gather students back on the carpet. Writers, today I shared with you a few things I found around my house that made me think of stories I would like to write. I put them in a bag and brought them to school to share my ideas with you. I am giving you a special bag to put your ideas in. I want you to look around your home and find things that help you get ideas for writing. Maybe it will be a favorite stuffed animal or toy. Maybe it will be a picture of someone you love. Maybe it will be a seashell you got from the beach. You get to decide what to put in it. The only thing I will tell you is that it has to fit in the bag." Make sure to send home the family letter that explains the activity. You could make copies of the letter below and staple them on the bags to send home.
- [TIP: You may want to start by telling the students to only find one or two items to put in their bags.]

Copy of Letter to send home:

Dear Families,

In class today, we talked about where writers get their ideas for writing. We discussed how writers write about things they care about or things that are near and dear to their hearts. Each child was given a bag to put one or two objects in that hold a special memory. The objects are intended to help each child tell and write a story. Some ideas could be: photographs, stuffed animal or toy, postcard, seashell or other small object. Please make sure that the items fit in the bag and are not too valuable. Thank you for helping your writer.

Warmly,

Your Kindergarten Teacher
Reading Lesson 9: How do I get books? Where do I get books for my reading box/bag?

Materials:
- Picture Anchor Chart or Previous Anchor Chart
- Book Boxes or Bags – enough for every child to have 1
- Large Presentation Box
- Book My Book Box, by Will Hillenbrand or How Rocket Learned to Read or Wild About Books

Opening
- Review picture anchor chart highlighting previous mini – lessons.  *What do you like about reading workshop time? Have you seen any problems that we should discuss and try to solve as a group?* Give the children time to do this. I have a special surprise for you today. Pull out a large box that is holding individual boxes or bags for students. The box might not be big enough to hold enough for all students, so just put one or two in the box. *I am going to give you 3 clues to what is in my box and let’s see if you can guess what your surprise is.* Clue 1: Every child gets one of whatever is in this box. Clue 2: It will help you with your independent reading and making sure you are reading your “just right books”. Clue 3: Whatever is in this box will help hold your books so you can take all of your books to your reading spot. Let the children make several guesses. Exaggerate opening the box and pulling out a reading bag. The more special you make these seem, the more the children will take care of them. Read the book, My Book Box, by Will Hillenbrand. Give each child a book box/bag.
- *These are your book box/bag that you will use all year to hold all of your treasures.* Discuss their purpose. Establish routines for getting book boxes, using them, and returning them to their correct “home.” Especially important is modeling and teaching how to place books into the book boxes and then putting them away into the appropriate place. Finally, talk about what gets housed in the baskets and what does not. We have not taught kids to find their “just right” books at this point so students will keep any books in their boxes/bags at this point. What is kept in the bags/boxes will change as we are getting to know student reading levels.

Work Time
- *During reading today, I will pull you one at a time and help you find books to put in your book bags/boxes. Do you remember how we...*
go off to do Independent Reading? Let’s watch again as each of us go find a good reading spot and begin reading. Hand each child a placemat (reading spot), remind each child to go get 4-5 books and then find a place by themselves. I am watching as you are choosing books and finding a place by yourself. While students are learning about reader’s workshop, let only one child at a time go and get settled. It will take longer, but you will be able to monitor and adjust spots as needed. Remember the ways that we can read a book. Read through the books you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading. While students are reading, the teacher will walk around and compliment students for reading. As students are reading, pull a child or two at a time to come put in their box/bags. These books will stay the same for several days.

Closing Share Time
- Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class?

Writing Lesson 9: More Ways Writers Get Ideas
Materials:*Teacher “Heart Bag” from previous lesson
*Student “Heart Bags”
*Teacher ideas/objects to add to the teacher “Heart Bag”. TIP: Put a classroom object in the bag that relates to a whole class experience. This demonstrates that a simple, funny class experience can be written about. It also helps create a connection with the students.

Opening
- Good morning writers! Remember the other day when I shared with you my special bag that I filled with things from my home that gave me ideas for writing? I put in __________ and __________ and __________, because these things reminded me that I wanted to write about those memories, people and experiences. Teach: Today I am going to teach you that writers get their ideas in many different ways. Whatever it is, writers always write about things they care about or things that are near and dear to their hearts. Yesterday, I wrote about __________. Today, I think I will write about __________. I put this in my bag because it made me think of __________. Watch as I draw my story. Model writing a story about the object, thinking aloud as you draw. Now I will write my words. Model writing the words and/ or letters to tell about the drawing.
- Active Engagement: Writers, I know that you brought in your special bag, too. I would like you to turn and talk to your neighbor about what you brought in your bag. Say, ‘I brought in _______ because I want to write about ________’. Link: Now, writers, I would like you to think about what you brought in and the story you will write. Make a picture or a movie of the story in your head. Tell yourself what happened first, what happened next, and what happened at the end of your story.

NOTE: You may want to have a few students share their items with the whole class. This will help you reinforce that writers get their ideas from many different places. If appropriate, show how one student’s object gave you an idea for a story. We get writing ideas from objects.

Work Time
- Now, please quietly go write.

Dismiss writers, play soft music, monitor Materials: Extended Text: My Five Senses by Aliki
Anchor Chart: What Can I Write About?
* A paper lunch sack with a heart drawn or glued on the side containing items to help share where you get ideas to write (photographs, a favorite book, a stuffed animal or toy, a special object)
* A paper lunch sack for each student with a heart drawn or glued on (hand out at the “Closure”)
* “Now, writers, I would like you to think about what you would like to write about today. You might look around the classroom to get an idea. You might look at your friends or me. Maybe you are picturing your home or your favorite stuffed animal. Turn and talk to your
neighbor about what you will write about today.”

- Send students off to begin writing. Play soft music and monitor students. Assess students as you circulate, monitor and compliment students. Record your findings to see what the needs of the class are for the next day’s mini-lesson.

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**Reading Lesson 10: Readers read the whole time.**

**Materials:**
- Chart Paper
- Markers
- Book, *Dex, Heart Of A Hero* by Carolyn Buehner and Mark Buehner
- Students book bag/box

**Opening**

- Begin reading workshop having the children to come to the carpet. Read the book, *Dex, The Heart of a Hero* by Carolyn Buehner and Mark Buehner. **Wow, Dex really learned a lot from reading!** He was determined to be a Superhero and he read and read about it! **Finding quiet time to read is so important!** You can learn so many new things, just like Dex.

  **Teach:** Readers, today we are going to talk about reading the whole time during reader’s workshop. You all now have a reading box/bag. Your reading box/bag has quite a few books in it. Have a student let you borrow his/her book box/bag and model finding a spot, sitting down with your book box/bag and choosing a book to read. Model reading the book, exaggerate and make it fun for the kids to watch. **OK, I am all done with that book, now what should I do?** Think aloud – I know, I should read another book. Read a second book. Now, do the same with all of the books. **I am done with all of the books in my bag/box. What should I do now?** (Act alarmed) When you have finished all of your books in your book bag/box you will simply read them again. **Now let’s look at what you should not do when you have finished reading all of the books in your book bag/box.** Have a child come and model inappropriate behavior when finished such as walking around, playing, making noise, and talking to others. **Why should you not do this? Is this helping you or your friends around you to be good readers?** Would they ever learn to be Superheroes, like Dex? **Now have the same child model appropriate behavior, rereading.**

  - **Link:** Today, I am going to call you one at a time and you are going to get your reading box/bag. In your reading box/bag you have your space saver (placemat) and books you have chosen to read. **I want you all to watch as these great readers are quietly getting their book boxes/bags and finding a quiet place.** Did you notice they knew to lay out the reading space saver (placemat) so everyone will know that spot is taken? **I didn’t even tell them to do that.** Seeing that is really showing me that we are learning to be INDEPENDENT readers.

**Work Time**

- While students are learning about reader’s workshop, let only one child at a time go and get settled. It will take longer, but you will be able to monitor and adjust spots as needed. **Remember the ways that we can read a book.** Read through the books you choose. **Remember, that this is a quiet time in our classroom to enjoy books and practice our reading.** If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading.

**Closing**

- Students will gather in the meeting area. **Who has a book that they enjoyed and would like to share with the class?**
Writing Lesson 10: Writers Share Their Thinking

Materials: Turn and Talk Chart can be purchased or made in advance by teacher

Opening

- Writers, I'm so glad to see you sitting quietly and ready for today's mini lesson. In the Opening, I first remind you of what we've been doing and then I will tell you what we will learn today. Then I will always teach - I will show you something you can do. Writers, last time we met we made heart maps. We got pictures in our mind and we drew them on our maps so that they could help us to remember what we want to write about.

- Writers, today we will learn a strategy that will help us plan what we will write about during our writing time. Today, I want us to learn a strategy called turn and talk. (Show Anchor Chart) Great writers have a plan before they write. Sometimes it helps us to talk about our ideas before we write.

Writers, today we will learn how to turn and talk. I will need a helper to come up and help me demonstrate to the class how we do this.

Model a think aloud about his/her topic he/she wants to share with his/her partner.

Reminder: Explain to students that their thinking should be in their heads, you are only saying it out loud so that they can hear what you are thinking.

Active Engagement: Now we are going to turn and talk. The first thing we will do is sit knee to knee on the carpet. Look at how we are facing each other, eye to eye. Now each of us will get a chance to talk and listen. When the other person is talking, it is very important that you practice being a good listener. Now I will talk about my idea with my partner, then my partner will talk about his/her idea.

- Today I want to write about________________________.

Link: Writers, now that we have shared our ideas, it is time for us to go and put our ideas onto paper.

Work Time

- Writers, now it is your turn to practice this new strategy. First, let's think about what we want to write about today. Turn to the person sitting next to you, sit knee to knee and look eye to eye. (You may have to decide who starts first.) Now tell your partner your ideas for a story. Trade roles.

- Send students off to begin writing. Play soft music and monitor students

Closing/ Share Time

- Stop music or use a signal to let students know work time is over. "Writers, it is the end of work time today. You need to decide where you want to put today's piece. If it's finished it will go in the "Finished" pocket. If you want to add words or pictures, it will go in the "Not Finished" pocket.

- Choose a few students to share their work.
Reading Lesson 11: Reader Respect
Materials: *A Quiet Place* by Douglass Wood or *A Noisy Book* by Paul Harrison

Opening: Yesterday I taught you ___________ Today I am going to teach you how to stay focused on your reading and how to respect other readers.

Teach: Ask students to think about a time when they are trying to watch TV or play a video game and someone was bothering them by being too loud or interrupting them in other ways. It can be very hard to concentrate on something when that happens. When you are reading each day by yourself it can be very hard to focus on your book when someone is being loud or interrupting you in other ways. In order to help you, I made a chart with some great rules for respecting readers during private reading time. These rules will help you are reading and when you follow them it will help all readers in the room. Create a chart entitled Reader’s Respect. As you say the rule write it in front of the students. Model what each rule should look like or ask 2 students to come and sit next to the tub of books and model these rules for the class.

Active Engagement: review the chart with the students. Have the students read the chart with you. Point to each rule and ask them to remember what the rule is.

Link: Today and every day when you are reading remember the rules for private reading so that all the students in our room will be able to read at the same time without being disturbed.

Work Period:
Students go and read in their reading spot. The teacher monitors and conferences with students or meets with small groups.

Closing
Students gather in the meeting area. Pick 2-3 students to share their stories and what they did as readers today.

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Writing Lesson 11: The Author’s Chair
Materials: * A special chair, stool, rocker, etc. that will we used for sharing (See below)
* Chart paper to create an Anchor Chart
* Markers

Opening

- Writers, I am so excited! You have been working so hard becoming great writers. I have something new that we will be adding to Writing Workshop today. We have learned that real writers write stories and books to be read and enjoyed by people like us. They write for an audience. Real writers also have many opportunities as they develop a story to share it with others in order to get more ideas for additions and changes. In Writing Workshop, we have a special time at the end of writing time when we get to do this. We are going to call this time having the “Author’s Chair”. Another name for a writer is an author. We are Authors. We will listen to each
other's work, make some comments about it and ask any questions we might have.

- Discuss with the class how at the end of Writing Workshop for the past two weeks they have volunteered to share during our closing time. Today we are going to learn how we can share with the author during Author's Chair. We are going to tell our friends how we feel about their stories in a very respectful way.

During this lesson you will want to teach students what it means to respond appropriately to each other's writing. Teach students how to say things constructively.

Review with the class how Author's Chair is set up. During the share time, the appointed author will sit in a designated chair with the class gathered at the meeting area. Each day two to three students will share an excerpt or piece of writing with the class. After the author shares, he/she may call on a few students to respond to his/her work. Students in the audience practice courteous, attentive listening by keeping their eyes on the author. Students must raise their hands to be called upon by the author to respond to the piece. When called upon, students should respond positively. (What is expected must be modeled. This will happen daily over the next few weeks. Use the standards as your guide.) The amount of time each author has to share needs to be monitored. After sharing, the class may clap to show appreciation or you can use some of the "Cheers " by Dr. Jean

With the class create a T Chart for responsibilities of the Author/Audience

**Author**
- One speaker at a time
- Share your words and illustrations
- Wait until the audience is ready
- Read loud and clear
- Hold work below mouth when speaking
- Call on one person at a time to respond to your writing
- Listen to the audience

**Audience**
- Listen carefully (with eyes, ears, hands/feet) to the author's story
- When the author is finished and asks, "Does anyone have something to share with me?" Quietly, raise your hand to be called upon by the author to respond.
- Only when called upon, give compliments.

**Work Time**

- *Today writers when I dismiss you to your tables, I want you to look in your writing folder and pick out your best piece of writing. I will give you a few minutes to do this and then we will come back and practice using our new Author's Chair.*

Dismiss students to tables. You might even want to model picking out the best paper from a student's folder with that student.

**Closing**

- Call students back to the carpet with their favorite piece. Display the T Chart. Have a few students share. You the teacher can give examples of appropriate compliments. *I noticed you used a combination of writing and drawing to add details to your story.*

**Reading Lesson 12 Great readers problem solve and work INDEPENDENTLY.**

**Materials:**
- *Superhero cape with a P on it (you can just use a towel with a "P" written on it)*
- *Paper sack with possible reader's workshop problems that might occur. Write them on little pieces of paper so you can pull one problem out at a time.*
- *Chart Paper*
- *Markers*

**Opening**

*Good Morning! I am not your teacher today. I was so inspired by Dex that I am SUPER PROBLEM SOLVER! I am here today to help you solve all of your Reader's Workshop problems. I know you have noticed several problems that come up during Reader's Workshop and I am here to...*
help you figure out how to solve those problems. Have a bag with problems you have noticed in your classroom that occur during reader's workshop. (finished reading all of the books, need to go to the bathroom, friend is talking to you and you know this is a quiet time, getting up and walking around the room, interrupting the teacher, etc.) I have here a bag of Reader's Workshop problems that would keep you from working independently during this time and I am going

- to help you solve them so you too will become a SUPER PROBLEM SOLVER. Have one child at a time come up and pull a problem from the bag of problems. Read the problem aloud and have the children help you brainstorm how to solve the problem. Write the problem on chart paper and then how to solve it so students can use this cart if they ever have a problem they don't know how to solve. You can also add to this chart as new problems occur. Do this until all problems are gone. Can you think of any other problems that have happened during Reader's Workshop and SUPER PROBLEM SOLVER will help you solve your problem.

Work Time

Today I am going to call you one at a time and you are going to get your reading box/bag. In your reading box/bag you have your space saver (placemat) and books you have chosen to read. I want you all to watch as these SUPER PROBLEM SOLVERS are quietly getting their book boxes/bags and finding a quiet place. Did you notice they knew to lay out the reading space saver (placemat) so everyone will know that spot is taken? I didn’t even tell them to do that. Seeing that is really showing me that we are learning to be INDEPENDENT readers and they are being SUPER PROBLEM SOLVERS. While students are learning about reader’s workshop, let only one child at a time go and get settled. It will take longer, but you will be able to monitor and adjust spots as needed. Remember the ways that we can read a book. Read through the books you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another.

When we come back together I will want to hear about any problems you had and how you solved them by yourself.

Closing

Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class?

Writing Lesson 12: Pictures Convey Stories-Adding More Details to Pictures and Stories

Materials:

* Chart paper
* white board and markers for each student

Opening

- Good morning writers! I want to talk with you today about how our drawings/pictures help us tell our stories. You have been telling me some great stories as writers, but when I look at your pictures the story is not there. Writers, we have been working on telling true stories from our lives and then drawing and writing those stories. Today I want to teach you that when writers write stories, they try to write them in such a way that readers feel like they are right there with them. To do this, they think about where they were, who they were with, and what they were doing. They put those details in pictures and in words.

- Teach: (Teacher begins a story from your life but draws sparse details onto the page.)
  Watch me as I try to tell my story and then put it down on paper so that you feel like you were right there with me- so you can picture what is happening in the story. (Teacher draws only a person and another project or person on the page) Hold on! Do I just have a floating person and a ___. Did my story make it onto the paper? Now I am going to tell my story out loud and as I do that I am going to try and fill the page with more details to show where I am, who I am with and what is happening. (Teacher tells story out loud and thinks out loud as she draws). When she finishes, say...Can you now picture my story in your head? Do you feel like you are right there with me? You can do the same thing to help tell and draw and write your stories so that others feel like they are writing there with you when it happened.

- Active Engagement: Partner one tells partner two a story such as at the fire drill. Then partner two tells his story. Then the teacher tells students draw the first part of the story. The partners can help each other.

Link: So writers, from now on whenever you are writing stories you want to help your readers feel like they are right there with you. You can picture the story in your head about where you were, who you were with and what you were doing. You want to include these details in your writing.
**Work Period:**
Students go and practice what you taught in the mini lesson. The teacher can confer with individuals and meet with small groups.

**Closing:** Pick two to three students to share and have the students evaluate the students story and picture and see if the student drew a picture that the reader could picture in their mind.

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**Reading Lesson 13: Readers think about books and pictures while they are reading.**

**Materials:**
- Anchor Chart from previous mini lesson – How do readers read?
- Any wordless picture book
- Any book with words and pictures
- Any book with words only and no or very few pictures

**Opening**
- Today we are going to review a lesson we did a long time ago but because we are now better readers, we are going to add to it. Let’s look at our chart about how readers read. Now I want to show you how I read the books but also how I think about the book while I am reading it. I am going to get a book box/bag and I am going to find my place to read. Make sure the books from the materials list are in your book box/bag. I want you to follow me and watch as I do this. Remember, great readers read words and great readers read pictures. Show a wordless picture book. During this time you will share your thinking as you think about and read this book. I am noticing that this book only has pictures. There are no words for me to read. I bet the author wants me to look carefully at the pictures and tell the story. Model to the students what this would look like. Did you notice the way I was really thinking about the pictures and what was happening in the story? Great reader’s read a little and think a lot!
- Now pull a book with both words and pictures out of your book box/bag and show how you can read the pictures even if you can’t read the words. Again you will be modeling the reading and the thinking. You will emphasize the THINKING during this time. Last, show a book with just words and model reading. The most important thing is to read and think and practice reading every day, all the time! Not just at school – you can practice at home too! Remember the more you practice this - the better reader you will become.

**Work Time (Independent Reading)**
- When I call your name I would love for you to find a spot and begin reading. Call students to come get reading box/bag and let them all find a quiet reading space. Remember the ways that we can read a book. Read through the books you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading.

**Closing (Share Time)**
- Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class?

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**Writing Lesson 13: Writers Sometimes Confer with Their Teacher**

**Materials:**
- Conferring notes
- Clipboard (optional)
Opening

- Good morning writers! During Writing Workshop these past few weeks you may have noticed me talking with children while they write. This is called a writing conference. Today I am going to teach you about what a writing conference is.
- A writing conference is a special time for you and me. A writing conference is like a reading conference. It is a special time for us to sit together and talk about the work you are doing as a writer. I use these papers here, I call them conferring notes, and I write down the things that we talk about so I can learn more about your writing and I can plan what to teach you.
- Our conference will typically have three parts. In the first part, I'll ask you to read me some of your writing. Then I will probably tell you some wonderful thing I noticed about your writing. Then I'll decide what I think I should teach you next about being a writer. Then, right there during our conference, I'll teach you something that I think will help you as a writer. (Teachers note: This is referred to as research, decide, teach and link. These make up the three basic parts of a writing or reading conference.)

Turn and tell a partner what a writing conference is.

Sample anchor chart

Work Time

- Now we're going to go off and write like we always do during work time and I am going to conference with a few of you.

Closing

- Did anyone have a writing conference today? Would someone like to share with us what happened during their conference?

Reading Lesson 14: Readers think about the books and pictures while they are reading or listening to reading and can share what they are thinking (Turn and Talk)

Materials:
- *Book - Will You Read to Me? by Denys Cazet
- *Chart Paper
- *Markers

Sample anchor chart

Opening

- Good morning readers! We are really learning and growing as a reading community. Our lesson today is really going to be an important part of working together to help each other become great readers. You will remember this lesson from Writer’s Workshop. Let's read the book Will You Read to Me? by Denys Cazet. Did you hear how the animals met at a pond? A pond is a gathering place. Often times in books and movies you see the animals gathering together at the watering hole or the pond. When we meet for
our mini-lessons we are meeting in our gathering place. This is a special place where we meet together to listen to stories together, to learn and to share together. Sometimes when we are gathered I will ask you to share with a talking partner. This is called Turn and Talk. I want to teach you what that looks like and I want us to practice. It is so important to learn the procedures for talking partners. It will make our classroom a fun, safe, and pleasant place. Begin Anchor Chart of how Turn and Talk will look in your classroom.

Explain the procedure for talking partners: when I ask you to turn and talk I want you to quietly turn and face the person sitting next to you. You should not walk around or choose someone who is not sitting right next to you. You will turn and sit elbow to elbow, knee to knee. This next thing is VERY important. You must never refuse to talk to the person sitting next to you. Boys and girls can talk together. Brown hair and blonde hair can talk together. Tall and short people can be talking partners. We are all a community of learners. Imagine how you might feel if someone turned away from you and didn't want to talk with you. It is ok if you don't have someone to turn and talk to. This happens sometimes, I promise I will find a partner for you that will be excited to share his/her thinking with you. The other thing that is really important for you to remember is - You will need to use your talking partner voice. This is a quiet voice. Why do you think we would want to use our quiet voices?

A good talking partner is also a good listener. You must listen to what your partner has to say. When you hear me give a signal you should stop talking and turn back and give me your attention. Let's practice.

Work Time

- When I call your name, I would love for you to find a spot and begin reading. Call students to come get reading box/bag and let them all find a quiet reading space. Remember the ways that we can read a book. Read through the books you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading.

Closing

- Students will gather in the meeting area. Who has a book that they enjoyed and would like to share with the class

Writing Lesson 14: Using Resources to Help Me Write- Word Wall, alphabet chart

Materials:
* Chart paper
* Markers
* Paper choice or journals

NOTE: The class will make a student-generated list for this lesson. The lesson can be used for a variety of topics such as, color words, pets, holidays, number words. This lesson can also be adapted to label things around your classroom as a resource for student writing. An example of this would be "up" and "down" on the light switch or "Please come in" and "go out" on the door or labeling "hot" and "cold" water by the sink.

Opening

- Good morning writers! Writers use many resources to help them write. A resource is something you can use to help you spell words or help you gather ideas for writing. One resource you might use is a poster in our room. Point to a poster and tell how it might help them write. I have noticed that many of you like to write about your family. Today we will make a family word chart.

- Our chart needs a title. Let's call it Family Words. I am making a picture in my mind of my family. One of the people I see is my mom. I will write the word "mom" and draw a quick sketch to match my word.

- Let's think about the people in our families. Make a picture of you family in your mind. Who are the people you are picturing? Turn and Talk to the person sitting next to you and share some of the people in your family.

  Example: "The people in my family are________________.
  "I have a ____________ (mom, dad, sister)".

- Now, writers, I would like to write some of the words you have thought of for our Family Words chart. Write words that the students generated and if possible include pictures to go with the words.

  NOTE: You may want to use Google images for pictures of families

Work Time

- Today, during Work Time, you may want to write about your family. I will put up our chart in the room for you to use as a resource to help you write family words or give you an idea of someone in your family to write about. Dismiss students to their tables to begin
writing.

Closing

- Gather students on the carpet for sharing. Spotlight students who wrote a family word in their writing in the Author's Chair.

Reading Lesson 15: When I show I am a great reader, I can share the strategies I use in a share chair.

Materials:
* Organizational Chart for Share Time
* Special Chair for Sharing

Opening

- Today is a special day. Today we will begin using our closing time as a sharing time. At the end of each workshop we will gather together for a sharing time. Until now, we have just let each person come up and share a book, but now we will have a way that everyone will get to share if they want. Share your organizational system of how children will get a chance to do share time. If you don’t have anything to share and it is your day, you can simply say “No thank you.” Share time will become a time in which you will have the opportunity to share what went well, what problems you encountered and what you learned as a reader. Model a share-
Model the thinking about it during independent reading so that I am ready to share that day. Let’s pretend on the chart it is my day to share. It is reading time so I am paying close attention to my reading. Oh I know what I could share. Today I sounded out a new word. I didn’t know the word so I started saying the first sound and I did it! Remember, your learning is important to all of us so I want you to hold the book down or show us the page you were talking about and speak in a voice we can all hear. We want to all celebrate what a great reader you are becoming. Today at the end of reader’s workshop we have 2 students that will share. I want those readers to think about that as they are reading. Remember, if you don’t have anything to share, you just will say “No thank you,” and that will be o.k.

Work Time

- It is time for you to find a spot and begin reading. Call students to come get reading box/bag and let them all find a quiet reading space. Remember the ways that we can read a book. Read through the books you choose. Remember, that this is a quiet time in our classroom to enjoy books and practice our reading. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading. You might want to make sure you conference or meet with the students that are sharing that day so that they will have something to share. You can guide them by letting them see the great things they are doing.

Closing

- Students will gather in the meeting area. The 2 students from your chart will have the first official share time.
Writing Lesson 15: How can I stretch my words and write the sounds that I hear?

Materials
* Chart paper
* Favorite picture books

Opening
Connect: Writers, you are working so hard at writing your stories. I love reading your stories just like real authors. (Teacher holds up some favorite picture books) Just like these authors write stories about all sorts of things. And just like these authors use pictures and words, like most of you do. We will keep working on that.

Teach: Today I want to teach you how to put letters on the page when writing.

Watch as I try and write my story, I made a boat. (Teacher models how to stretch out words and write sounds she hears) Did you notice that I first said what I wanted to write, then I broke it down to just the first word then I wrote and reread that? Then I said the next word and broke it down the sounds. And I wrote the sound and again I reread.*

Active Engagement: The students help you stretch out the sounds and write the next page in your story.

Link: Today try and write words on the page just like real authors do. Say them, stretch them out, and write what you hear, reread and say more.

Work Time
- Send students off to begin writing. Play soft music and monitor students. Teacher assesses as you circulate, monitor and compliment students. Record your findings to see what the needs of the class are for the next day's mini-lesson.

Closing
- Stop music or use a signal to let students know work time is over. *Writers, it is the end of work time today. You need to decide where you want to put today’s piece. If it’s finished it will go in the "Finished" pocket. If you want to add words or pictures, it will go in the "Not Finished" pocket.*
- Choose a few students to share their work in the Author’s Chair.

Lesson 16 and Beyond
These lessons are to help you establish the basic rituals and routines of Reading and Writing Workshop. You will need to plan lessons for the rest of the nine week period, using the literary text, resources and materials listed at the beginning of this unit.

Other possible lessons could include:

Reading: Building stamina, reading partners, reading strategies, foundational lessons (concepts about print), comprehension strategies

Writing: How to stretch out words and write the sounds I hear, using an alphabet chart to write the sounds I don’t know, writing lines for each word I want to write (could be small group), adding feelings to my story, checklists etc.