

Launching Reading Workshop

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Day 3 Reading stamina

Day 4 Good readers practice

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Day 7 Reading conferences

Day 8 Keeping a record of your reading, setting up notebooks

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Day 10 Talking about your reading

Day 11 Making connections

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Days 14 & 15 Writing responses to your reading

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Day 17 Using sticky notes to mark your thoughts

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Day 19 Checking for understanding - What if I don't understand?

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Our Classroom Library Procedures

- Put books away in the right spot.
- Never leave books on the floor.
- Books should be spine out.
- Take care of our books! Use Post-it Notes.
 - Do not fold the pages.
 - Do not write in the books.
- Take turns with our favorite books.

What does reading workshop look like?

- Students are reading, thinking or writing about reading the whole time.
- Eyes are on books when you are reading.
- The teacher is conferencing with students.
- The teacher is teaching a small group.
- If there is talking, it is about books and it is quiet.
- Students stay in one spot the whole time. Be sure to take what you need to your reading spot!
- If you need a new book, switch as you enter the room in the morning.
- Reading workshop feels peaceful when others enter our room!

Building our reading STAMINA!

What is stamina? Why is it a part of our class becoming better readers?

30 minutes													
25 minutes													
20 minutes													
15 minutes													
10 minutes													
5 minutes													
date:													

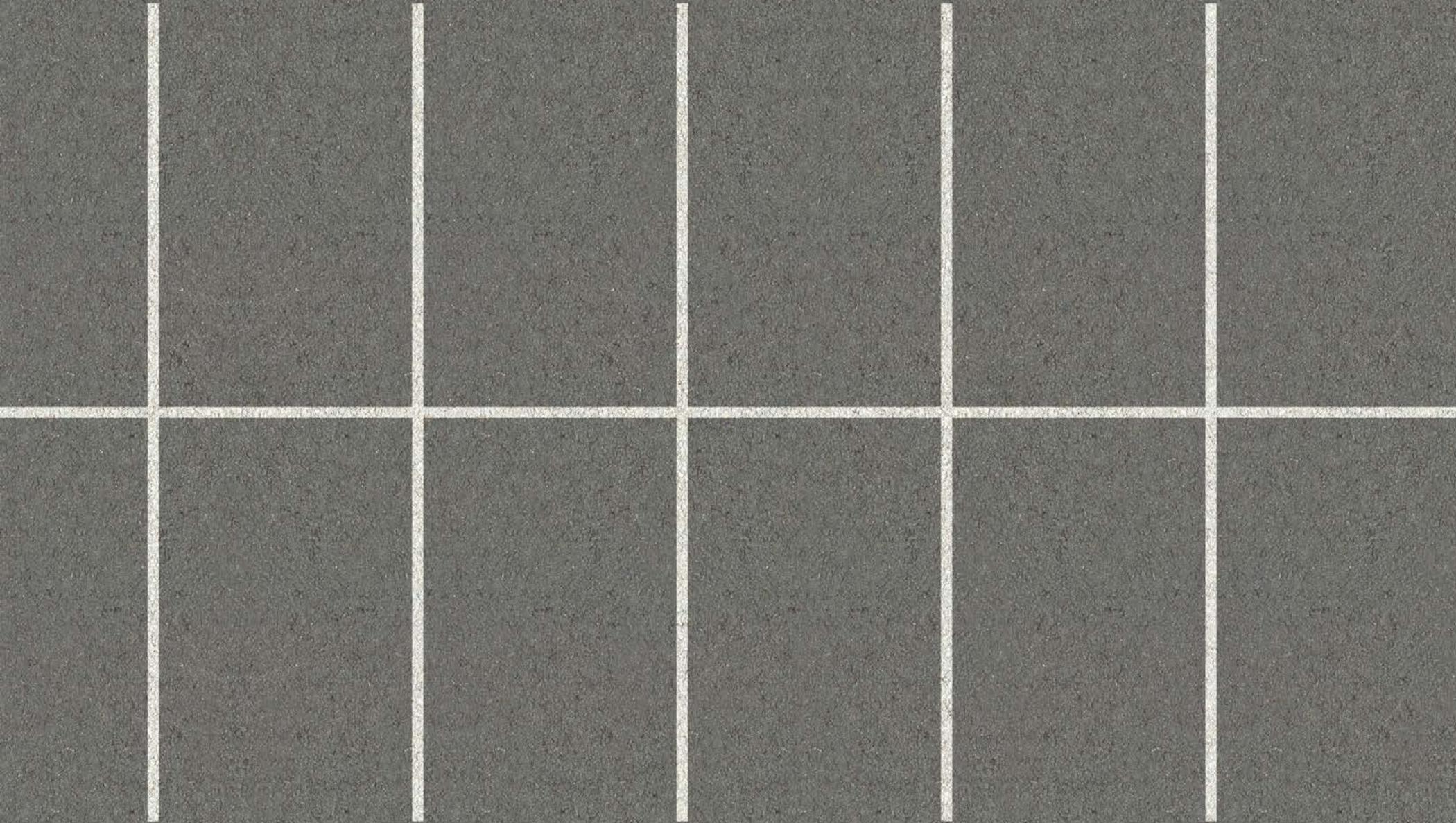
How should I choose a book?

- look at the cover
- read the title
- read the back
- try a few pages - Do I understand what is happening?
- think: Is it interesting?
- look for favorite authors
- look for a series I've tried
- start with a genre I know I like
- a recommendation from a friend
- reread a book you loved
- a sequel to a book I've read
- try a popular book
- Try something new!

Books I've Read

Date	Title	Author	Genre

PARKING LOT



Good readers visualize as they read.

What is visualizing?

Visualizing is when we make pictures in our head as we read. These pictures help readers understand what is happening.

Thinking stems...

- I can see...
- I am picturing...
- I imagine...
- The movie in my head shows...
- I can hear (or taste, smell, feel, see)...

A response might include...

This reminded me of...
I made a connection with...
I was surprised by...
I can't believe...
I don't understand why...
It upsets me when...
I didn't like when...
I wonder...
I laughed when...
This part made me anxious...
This made me think of...
I began to understand...
This was an important part of the book because...
It was interesting when...
When I finished the book, I felt...
If I could talk with the author, I would say / ask...
After the story, I predict the main character will...
The character I admire most is...
The character I dislike most is...
I do not like when...
The book is not realistic because...
I can imagine this story happening to me because...
I would recommend that you read this book because...
One part I would change is...

A response might include...

This reminded me of...
I made a connection with...
I was surprised by...
I can't believe...
I don't understand why...
It upsets me when...
I didn't like when...
I wonder...
I laughed when...
This part made me anxious...
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I do not like when...
The book is not realistic because...
I can imagine this story happening to me because...
I would recommend that you read this book because...
One part I would change is...

Title: _____

Name: _____

You should read this book if... _____

Title: _____

Name: _____

You should read this book if... _____

Title: _____

Name: _____

You should read this book if... _____

Title: _____

Name: _____

You should read this book if... _____

Title: _____

Name: _____

You should read this book if... _____

Title: _____

Name: _____

I recommend this book because...

Title: _____

Name: _____

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