

Unit 1: Launching the Reading Workshop (4 Weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Establishing routines and habits for reading workshop allows students to become more independent. It also sets the routines and expectations for the entire year allowing students to build good reading habits.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Learn the routines, structures, and environment necessary to work independently
- Identify and select just right book
- Build independent reading stamina

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Reviewing the workshop structure
 - What are the parts of a workshop? (minilesson, independent time, share)
- Introducing the classroom library
 - What are the different baskets (author, genre, level, topic, etc.) that readers can select books from?
- Finding/storing/taking care of materials
- Choosing just right reading spots
- Establishing expectations during independent reading time: What does it look like? Sound like?
 - Fishbowl a student reading independently who is disengaged and then engaged
 - Ask students to notice the differences. Ask, What do you notice?
 - Chart a list of what students notice independent reading should look and sound like
 - Take photos of students in the class demonstrating the behavior charted over the next few days and add photos/visuals to the chart
 - Watch video of a student engaged in independent reading and one who is disengaged. Ask, What do you notice?
 - Chart a list of what students notice independent reading should look and sound like
 - Take photos of students in the class demonstrating the behavior charted over the next few days and add those visuals to the chart
- Discussing shopping for books: What is a just right book? What does it look like? What does it feel like? What does it sound like? (Reading aloud versions of *The Three Little Bears* to demonstrate the concept of just right for students.) When determining if a text is just right readers pay attention to:
 - Size of the print
 - Number of words and lines on a page
 - Picture support
 - Is there a pattern? Is this a predictable text?
 - Words – Can I read all of them? Some? None?
- Finding out as much as you can about a book before reading it as a way to get ready
 - Looking at the cover illustration and thinking about what the text may be about

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- Using what the cover illustration to help read the title
- Looking at the illustrations (i.e., taking a picture walk) and predicting what the book will be about
- Reviewing strategies for figuring out unknown words (Having students brainstorm the strategies they learned in kindergarten and charting the strategies shared. Modeling the strategies over a series of days using big books.) Emphasizing that meaning is the foundation of any strategy.
 - Using picture clues and thinking about what would make sense to figure out an unknown word
 - Using initial sound of a word and thinking about what would make sense to figure out an unknown word
 - Noticing a pattern and thinking about what would make sense to figure out an unknown word
 - Looking for little words inside of bigger words and thinking about what would make sense to figure out an unknown word
- Building reading stamina – setting personal goals
 - Keeping a tally of books (Post-it, log template) read each day and using the data to set goals for the following day
 - Noticing the kinds of books read and trying to read different books
- Building reading stamina – understanding the purposes for rereading
 - Rereading to think about how the character is feeling and why
 - Rereading to figure out tricky words
 - Rereading to recognize sight words and read them with automaticity
 - Rereading to make voice sound smooth
 - Rereading to pay attention to punctuation
 - Rereading to match voice to how the character is feeling
 - Rereading to get ready to talk about a book with a partner
 - Rereading to make sure the reader understands what is happening in the text
- Linger with a book – learning strategies for staying with a book longer
 - Developing fluency
 - Visualizing what is happening
 - Empathizing with the characters
 - Reflecting on how this text has changed the reader (his/her thinking, use of strategies)
- Summarizing what a book is mostly about
 - This book is mostly about...
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students identify their favorite reading memory and/or reading spot. Students may draw and write responses about their favorite reading spot.
 - Watch a video or slideshow of students modeling the routines and habits of good readers such as reading independently, shopping for books, choosing just right texts, etc.
 - Share book recommendations with one another in small groups.

Notes/Tips:

- Each day students will spend time independently reading for a *minimum* of 15 min.
 - Make the concept of stamina concrete for students by building a tower (unifix cubes) to represent the number of minutes read. Each day build a new tower compare/contrast height of towers, goal set for following day (“If we were able to read/build a tower of 10 today, tomorrow we can try to read for...”). For more details see the unit artifacts To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.
 - Support students reading stamina by using a timer.
- Administer district assessments and analyze data to plan for whole group, small group and one on one conferences.
- Introduce book shopping to students.
 - Give each student a baggie and shadow them for the first few weeks of shopping to ensure they are choosing just right texts.
 - Make a weekly shopping schedule so that students know which day of the week is their shopping day. A schedule limits the number of students shopping each day. Teachers usually determine a set time for students to shop.
 - Shopping for books happens **outside** of the reading workshop to ensure students spend time reading during independent reading. Many teachers have the scheduled group of students shop following arrival at school so that the students can be shadowed by the teacher if necessary without taking away instructional time.

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- Create a “shopping card” for each student that lists the types of texts the student may select from the library. Lists might include text level ranges, number of books, etc. Shopping cards should be updated across the year to reflect reading growth.
- Students reading A-J leveled books should be shopping for 10-15 books a week with the expectation that they will reread books multiple times.
- Focus on building excitement and enthusiasm around reading
 - Invite students to bring in favorite read alouds
 - Give students time to explore the classroom library and help make labels for the baskets
 - Use read aloud to introduce a basket of books (read aloud several books from a basket to give students an awareness of the types of books in each basket)
 - Read aloud books about reading including *Wild About Books*, *When Will I Read*, *I Don't Like to Read*, *The Best Time to Read*, *The Best Book to Read*, *The Best Place to Read*, *Reading Makes You Feel Good*, *The Girl Who Hated Books*.
- Read aloud books across a range of reading levels as a way to value the books that all readers in the class are reading as well as model the comprehension strategies all readers are expected to practice.
- Use big books for daily shared reading to model strategies for getting ready to read a book and to model print strategies for figuring out unknown words. Display visual reminders of strategies introduced. Add to the display each time a new strategy is modeled. (Create a bulletin board, pocket chart, etc. to display strategies. Hang the display near the guided reading and meeting area so students and teacher can easily reference it during shared reading, interactive writing, guided reading, conferences, etc.)
 - To promote independence and differentiation make each student his/her own ring of strategy cards.
- Share small copies of the big books read during shared reading with students for independent reading.
- Use shared reading to model reading poems in different ways (chorally, taking turns, echo reading) to support the partner reading work in Unit 2.
- Begin the year by reading familiar texts from kindergarten (e.g., emergent storybooks, songs, poems, writing mentor texts, author study texts).
- Begin to build an interactive (e.g., velcro, magnetic tape) classroom word wall. Have first names of students on the word wall when the year begins. Use student names to review phonological awareness skills and phonics skills. Add high frequency words to the word wall as they are introduced throughout the year. Provide students with opportunities (e.g., interactive writing, independent writing, shared reading) to use the words on the word wall.
 - Use the Fountas and Pinnell high frequency word lists. Begin by reviewing the top 25 words studied in kindergarten.
- Promote automaticity of high frequency words by adding phrases (First we have... Then we have...After that we have....Next we have....Last we...) to the daily instructional schedule. Chorally read the schedule each day as part of morning meeting. For photos of sample instructional schedules view the unit artifacts on the district website.
- Create anchor charts with visuals/icons to support the teaching points demonstrated in shared reading, minilessons (e.g., Tips for Choosing A Just Right Book, Readers Get Ready to Read a Book By..., Strategies Readers Use to Figure Out Tricky Words).
- Discuss the different voice levels students will use across the day. Introduce the “Loud Chart” to show the voice level across different parts of the day.

How Loud Should Your Voice Be?

0	Silent (Independent reading, writing)
1	Whisper (Independent reading)
2	Table (Partner reading, snack)
3	Speaker (workshop share)
4	Playground

- Send home a list of print strategies to support parents and students reading together outside of school.
- Send home a list of high frequency words introduced each week so parents can reinforce the reading and writing of these words.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the

following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 1st Grade Reading Curricular Calendar 2010-2011*
- *Growing Readers* by Kathy Collins (Chapters 1-4)
- *Reading with Meaning* by Debbie Miller (Chapters 1-4)
- *The Complete Year in Reading and Writing: Grade 1* by Jaime Margolies and Pam Allyn (Chapters 1-3)
- *The Café Book* by Gail Boushey and Joan Moser
- *First Grade Readers* by Stephanie Parsons (Chapter 1)
- *Comprehension from the Ground Up K-3* by Sharon Taberski (Chapter 3)
- *The Primary Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Strategy Guide 1 Monitoring Comprehension)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- <http://ww3.mamkschools.org/ela> (Select Components of Balanced Literacy, click on Independent Reading)
- <http://ww3.mamkschools.org/ela> (Select Assessment, scroll down to Reading Logs)