

Reading Workshop
Reading is Thinking (Teacher/Student Just Right Book Conferences)
3rd Grade Language Arts

Time Allotted: 45 Minutes

- 10 minutes for class read aloud
- 5 minutes for mini lesson and set reading goal
- 30 minutes for students to practice the mini lesson (reading goal for the day) while the classroom teacher does Teacher/Student Just Right Book Conferences

Place

**Source: *Guided Readers and Writers Grade 3-6 Teaching Comprehension, Genre, and Content Literacy*
 By Irene C. Fountas and Gay Su Pinnell**

Date: Thursday, September 23, 2010

Subject: Language Arts: Reading Workshop

Benchmarks:

GLCE's:

- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts.
- R.WS.03.07 apply the aspects of fluency such as punctuation cues and automatic recognition of identified grade-level specific words and sight words while reading.
- R.CM.03.02 retell in sequence the sequence the story elements of grade-level narrative texts.
- R.AT.03.01 be enthusiastic about reading and do substantial reading.

Objectives/ Intended Outcomes:

Students will be able to:

- Show how reading is thinking by being quiet, having a peaceful feeling reading, looking at their book and not everywhere else in the room
- Understand the concept of riding a bike to explain the type of book they are reading
 - Too Easy:
 - Fun
 - No work to read the book, too easy

- Just Right:
 - Sometimes you need to work at figuring out unknown words and sometimes there is no work at all to read the book
- Too Hard:
 - Feeling like giving up on the book
- Identify and pick a Just Right Book (J.R.) at their reading level
- Pick a reading spot in the classroom that they can focus on the book they are reading
- Get lost in their book
- Able to do a retelling of their book that they are reading
- Able to identify the title, author, and genre of the book
- Follow the rules and routines of Reading Workshop:
 - Be prepared with a current book and a B.U.B. (back-up book)
 - Set a reader's goal
 - Read and think

Key Concepts:

- Just Right Book (J.R.)
- A good reading spot
- Getting lost in the book
- Reader's Goal
- Genre of the book

Materials/ Supplies:

- **Teacher:**
 - Pen or pencil
 - End of the year reading levels of the students when they were in 2nd grade (unless they are new this year)
 - *Ramona the Pest*, Read aloud book
 - Reading Workshop Teacher/Student Conference Binder:
 - Student planning sheet
 - Just Right Book Check List
 - Just Right Book Daily Record (if the student has one)

- Reading Strategies when encountering an unknown word
- Text Characteristics and Level Traits of different reading levels
- **Students:**
 - Pencil or something to write with
 - Their Just Right Book (at their reading level) and at least one B.U.B. (back-up book)
 - Their Reading Workshop Folder (Yellow) with:
 - Reading Workshop notebook to write their daily goals in
 - Their Reading Log
 - The list of fiction and nonfiction genres

Anticipatory Set:

- On the first couple days we will discuss what is reading, what good reading should look like, what a good reading spot is, what is a reader's goal, when to book shop, and other reading routines of reader's workshop.
- The students will get in the mind frame of reading with our daily read alouds.

Lesson Description:

Teacher/Student Reading Conference is important not only for the student but for the teacher as well. It is a time to have one on one with each student. Understand their reading style and needs so you can accommodate them the best possible way necessary.

Procedures:

- Where:
 - On the Classroom North Carpet for the read aloud and mini lesson then back to the students desk for setting their daily reader's goal and then the student may go to their reading spots throughout the room.
- What:
 - Intro the lesson with reading the class read aloud (*Ramona the Pest*) and with the mini lesson.
- How:
 - Independent work of setting their reader's goal in their reading workshop notebook and the reading of their just right book.

- **Sequence:**
 - Have the students come to the North classroom carpet to get ready for the read aloud, *Ramona the Pest*
 - Discuss what happen so far and make predictions of what is going to happen next
 - Read a couple pages of the read aloud book then discuss what is happening
 - Review what the students did in Reading Workshop the previous day
 - Emphasis that this is not the time to shop for books. The students should have a current book and a B.U.B.
 - Review some of the routines of Reading Workshop
 - Send the students back to their desk to get out their reading workshop folders and notebooks to write their daily goal for the day.
 - Write the daily reading goal on the class white board
 - Remind the students that once they wrote their goal in their notebook they can go find a good reading spot in the classroom
 - While the students are independently reading call back a few students one by one to do a reading conference with you
 - Review what they did in their last conference that you may have
 - Review any teaching points you might have given in the last conference
 - Ask the student their feelings on the book that they are reading, Just Right, Too Easy, Too Hard and why
 - Ask the student to do a retelling of the book that they are reading or just finished to check on comprehension
 - Have the student read a page or two to check how the students do with the book that they are reading and see how what they do when they encounter unknown words. Do they use some of the reading strategies? Point out any of the strategies that you might have noticed the student doing.
 - Focus on one teaching point that you what the student to focus on and share what the student can do
 - Fill out the student's reading plan sheet
 - Tell the students to finish the page that they are on and then write whether or not they achieved their reading goal for the day along with why.
 - Allow a few students to share their reflections with the class.

Assessment:

- The Teacher/Student Reading Conference is their assessment.

Adaptations for other learners:

- Partner reading
- Special reading spots where the students can read out loud and bother the students around them.
- Set up a reading plan

Reference:

- *Guided Readers and Writers Grade 3-6 Teaching Comprehension, Genre, and Content Literacy* by Irene C. Fountas and Gay Su Pinnell
- *Ramona the Pest* by Beverly Cleary

Reflection:

- * I was a little nervous but I think it went very well. 😊
- * I think the more I conf. the more comfortable I will feel.

Cooperating teacher comments: