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# How to Use This Book *(cont.)*

## Planning Calendar

Each section begins with a five-lesson Planning Calendar. This overview provides a full agenda for the teacher, listing the lesson objectives and the materials needed. (Additional materials may be included within each individual lesson.) This overview allows the teacher to see the lessons “at a glance,” showing where they are heading and what materials will be needed.

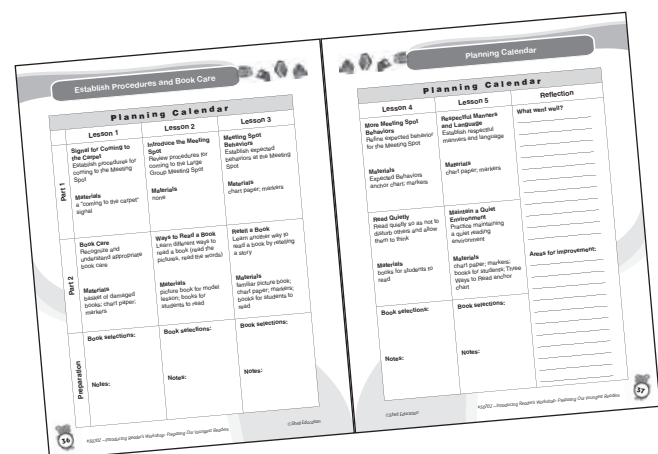
Also included is space for book selections and any additional notes that the teacher wants to make. Finally, the calendar allows space for the teacher to reflect on what went well and areas of improvement, keeping a record for future classrooms.

As you begin your exploration of the Planning Calendars, you may notice that the lessons are divided to accomplish separate goals. Each part is designed to be taught on the same day, but at different times. There should be extreme flexibility in these plans. If your students are ready, you can combine both lessons during one instructional period. If you are finding yourself short on time, teach the lessons on different days. If students do not seem to grasp the information or procedures, repeat the lesson until students have achieved mastery.

The two-part format provides the opportunity for shorter teaching periods, allowing even the youngest readers to stay focused. Instructional time must be utilized in the most beneficial way for children. Flexibility is always needed, and these lessons can be taught independently or together, depending on the makeup of your class. As you move into instruction, you may not find it necessary to teach every lesson, just as you may find that some lessons require additional time. The order of these lessons is

not set in stone, but should serve as a guiding outline, allowing you to make choices and decisions in your instruction. The sequence of lessons allows your students to grow as readers. The lessons build upon one another so students will learn the skills and stamina needed for the Reader’s Workshop model. Since every classroom is unique, you may need to adjust the timeline for your needs.

The last lessons of this book are meant to help build the structure to orchestrate strategy instruction. The lessons presented are offered as examples of how to introduce these strategies, and only represent some of the reading strategies that students will be exposed to in later grades. Lessons in each strategy can continue for several weeks as needed, or, if students are not ready for strategy instruction, review the earlier lessons instead. Strategies can be taught in any order, although you may find it makes sense to teach some strategies before others.



# How to Use This Book *(cont.)*

## Overview of Lesson Components

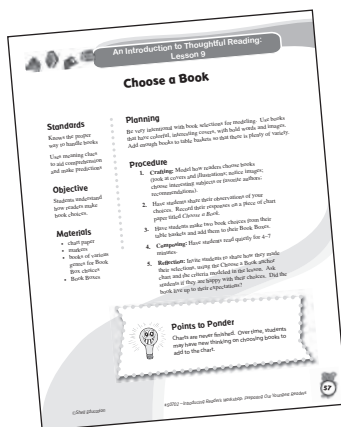
The lessons offer everything you need to plan ahead. We first show you the context for the lesson by identifying the standards and highlighting the lesson objectives. Planning guidelines will help you set up and successfully prepare for the lesson. The Procedure is broken into the Crafting, Composing, and Reflection sessions.

The Crafting Session outlines the main points of the lesson. Some suggested phrasing is provided, but it is meant merely as an example and should not be used as a rote script. You select your own book titles according to your personal preference and the specific requirements of your students.

During the Composing Session, students work independently, in pairs, or in small groups, applying the strategies that have been demonstrated.

The lessons conclude with Reflection, where students are asked to reflect on their own learning.

At the end of each lesson are Points to Ponder, which may offer ideas for differentiation, or simply a helpful management tip. Just as we ask students to reflect upon their learning, you, too, will want to be metacognitive and record your thinking about the lesson. Remember, space for reflection is provided in each Planning Calendar. (A more detailed description of each lesson component is found on pp. 27–30.)



Finally, Appendices are included with templates for the materials used in the lessons. Think of these examples like a picture on a puzzle box. Being able to visualize the final product will help you put the pieces together with greater ease. Our teachers have made adjustments over time to make them their own, and we encourage you to do the same. You will also find these templates on the Teacher Resource CD. (See p. 175 for the contents of the Teacher Resource CD.)

The lesson components are woven into a predictable format for implementing strategy instruction easily. There are guidelines and time frames listed when appropriate, which will be especially important as you plan instruction. Text selection for your Crafting sessions should be a deliberate process. It is not enough to select a favorite book. Find books that are thought-provoking, that will cause children to change how they think about themselves and the world. Space for book selections is available on the Planning Calendars, and a short list of our favorites is provided in the Recommended Reading section on p. 173.

The Recommended Reading also lists professional resources, though our list represents only a fraction of the titles available to further your understanding. These key texts will at least start you toward deeper, more thoughtful reading instruction as the vital components of the Reader's Workshop model fall into place. Continue the intellectual journey by adding to your knowledge base and broadening your understanding of how to better teach children to read. Your goal is to create a love of reading that will sustain students for a lifetime.



## How to Use This Book *(cont.)*

### Overview of Lesson Components *(cont.)*

Once the groundwork has been laid, you are ready to put Reader’s Workshop into practice. Your students will gradually be prepared for explicit strategy instruction. These thinking strategies are discussed in depth in research on proficient readers, and synthesized by Pearson et al. (1992). They include: metacognition, monitoring for meaning, activating schema, making mental images (or visualizing), inferring, asking questions, determining importance, and synthesizing.

Reader’s Workshop is a structure that supports the instruction of the comprehension or thinking strategies. (See Transition into Strategy Instruction on p. 31.) Strategy instruction begins after you have finished building Reader’s Workshop routines and getting your students comfortable as readers. The key elements of the components for the Reader’s Workshop model are described in Ellin Keene’s books *To Understand* (2008) and *Mosaic of Thought* (Keene and Zimmerman 1997; 2007). This information should be useful as you begin the transition toward implementing Reader’s Workshop in your classroom. The following elements are describe in Keene’s work *To Understand*. We summarize the key features here:

#### Crafting Session

Reader’s Workshop begins with the Crafting Session, when the teacher introduces or models his or her own thinking. Since most of the modeling and strategy instruction is done at this time, it is important to keep the attention span of the learners in mind. Usually 10 to 20 minutes will suffice, depending on student stamina and grade level.

The following are some key points to keep in mind for the Crafting Session:

- ★ Gather students three to five times a week in the Large Group Meeting Spot.
- ★ Use rituals, such as music, bells or tones, to call students to the meeting spot.
- ★ Think aloud, model, and demonstrate how to use strategies.
- ★ Select text that is evocative and conducive to thinking aloud—the literature you choose is fundamental to the success of the lesson.
- ★ Limit the focus of the lesson to one teaching objective (unless the goal is to link the lesson to previously learned material). Ask yourself, “What is my objective?” and stick to it.
- ★ Have students complete meaningful, independent work. Students should be able to leave the lesson with a reading goal in mind.



## How to Use This Book *(cont.)*

### Overview of Lesson Components *(cont.)*

#### Composing Session

While the Crafting Session focuses on instruction, the Composing Session focuses on student application. This is when students are reading independently or in pairs with books of their choice. The teacher's role is to confer with individual students or meet with invitational groups. During the Composing sessions, try to achieve the following:

- ★ Allow students time to read independently so you can conference with individual students regarding their application of recently taught deep-structure (meaning and comprehension) or surface-structure (word decoding and fluency) strategies.
- ★ Offer opportunities for students to meet in book clubs to discuss books they have all read and how they applied deep- and surface-structure strategies.
- ★ Allow time to plan with students (in individual conferences or with groups) what they could share during Reflection. Allow from 30 to 45 minutes for independent work at the primary level. Start slowly and build up to longer periods of independent reading.

#### Conferring

This is the time when a teacher is able to differentiate instruction to meet the needs of all learning styles and levels. The first goal when conferring is to gain knowledge of the student as a reader. When you have a good grasp on students' abilities, you are able to instruct them in a way that will make them better readers. This is the ultimate goal of conferring.

The following are some key points to keep in mind when conferring:

- ★ Before starting conferences, stand back and observe the classroom to determine if someone needs special attention. Decide who is ready for independent work and who may need more guidance.
- ★ Use a conferring notebook to keep track of students' thinking, goal setting, and learning (see sample layouts for a conferring notebook, as well as descriptions of how to use them, in Appendix C, pp. 147–148).
- ★ Circulate among students. More students can be involved in the learning by listening as you conference with another.
- ★ For deep-structure conferences, provide students with challenging books; for surface-structure conferences, use leveled text.
- ★ Students do not have to read aloud during deep-structure conferences. You can read to them. Confer with a book at your side.
- ★ Always center your discussion around the idea of how this strategy helps to better understand the text. Be sure the student understands how this strategy helps him or her become a better reader.
- ★ Conferences for these grade levels should focus 50 percent on surface structure and 50 percent on deep structure.
- ★ Minimize interruptions by waiting to address the problems or needs of other students.



## How to Use This Book *(cont.)*

### Overview of Lesson Components *(cont.)*

#### Conferring *(cont.)*

As you confer with students, your confidence will grow and you will create a system and routine that works for you. To ensure effectiveness, create a predictable routine. During a conference, you should be reflecting on what you can teach this student, right here and now, that will boost the student's confidence as a reader higher than before the conference.

Next, decide if this student's challenge is something that the whole class would benefit from experiencing. If so, then prepare the student to teach his or her metacognitive strategy to the class as part of Reflection.

The conference ends when you give the student a goal to work toward before the next conference. Keep track of students' goals in your conferring notebook.

During the conference, note the following:

- ★ Check the student's progress toward the previous goal (from the last conference with the student).
- ★ Have the student demonstrate the skill taught during the Crafting Session.
- ★ Have the student demonstrate mastery of a previously taught skill.

#### Invitational Groups

The teacher uses information from the conferring notebook to form needs-based groups for intensive instruction on a particular skill or strategy, either in the form of remediation or enrichment. Unlike fixed, ability-based groups, invitational groups are constantly changing as a teacher notices students who have similar needs. Keep the following key objectives in mind when forming invitational groups:

- ★ Select students who will benefit from the opportunity to observe you model in a more controlled, focused setting than in a large group.
- ★ Select students who will benefit from your close observation as you model a deep- or surface-structure strategy again, and ask students to apply what they learn.
- ★ Choose students who are ready to go to a higher level of text to extend their thinking.
- ★ If there is a surface-structure skill or strategy that most of the class demonstrates independently, which students need this skill or strategy reinforced?
- ★ Consider choosing students who need immediate attention as they read and discuss problems they encounter.

Invitational groups meet during the Composing sessions. This replaces their conferring time for the day.



## How to Use This Book *(cont.)*

### Overview of Lesson Components *(cont.)*

#### Reflection

This final piece of Reader’s Workshop is always the last step of the lesson procedures and turns the role of teaching over to the students. By talking to individual students about what they learned about themselves as readers, the teacher sees who is prepared to share the strategies that helped them as readers. The goal is for this information to assist other students. Students can teach their peers the basic skills they used to assist their reading or the strategies they used to aid their understanding. The following ideas will help you facilitate a productive Reflection Session:

- ★ Seat students in a circle or oval shape, usually on the floor, so they can see each other easily.
- ★ Demonstrate for the students how they can “teach” others during the Reflection session.
- ★ Have each student focus on these questions: “What did I learn about myself as a reader?” and “What can I share that will help other readers?”
- ★ Instruct students to challenge what is shared and argue diplomatically with the reflecting child and other students.

#### Transition into Strategy Instruction

Once you have the components and the initial procedures in place, students will be ready to move into strategy instruction. The comprehension strategies of metacognition, monitoring for meaning, visualizing, activating schema, asking questions, predicting or inferring, determining importance, and synthesizing will help your students continue to grow as readers. The last 10 lessons are transitional lessons designed to introduce these strategies using books from the reading list. In Appendix B (p. 144) and on the Teacher Resource CD, you will find icons to symbolize each strategy. Place these icons on activity pages or enlarge them to attach to your bulletin board. These will provide a visual reference for younger students, and remind older students about the overall goal of each thinking strategy.





## Introduce the Meeting Spot

### Standard

Understands rules and the purposes they serve

### Objective

Students practice procedures for coming to the Large Group Meeting Spot.

### Materials

- none

### Planning

Identify the successful elements of the Coming to the Carpet Signal lesson. Let students know that they will be given many opportunities to practice the procedure. Determine if any adjustments are needed and be prepared to bring up your concerns.

### Procedure

1. **Crafting:** Remind students of the Coming to the Carpet signal. Ask several students to explain what the signal is and what it means.
2. Designate a specific place for the Meeting Spot. Choose a name for the area, and refer to it in the agenda so students understand where they are to meet when asked to go there.
3. **Composing:** Ask a student volunteer to demonstrate how to come and sit at the meeting spot. Ask other students if there is anything that was forgotten from the previous day.
4. Ask all students to practice several times. This can be a game, with students trying to improve in speed and proficiency. Continue to practice as necessary.
5. **Reflection:** Ask students to share the steps for coming to the Meeting Spot.



### Points to Ponder

To keep the process orderly, assign numbers to table groups, and ask only one group to come to the meeting spot at a time.



# Ways to Read a Book

## Standards

Uses emergent reading skills to “read” a story

Understands that illustrations and pictures convey meaning

Knows the proper way to handle books

## Objective

Students practice different ways to read a book (e.g., read the pictures, read the words).

## Materials

- picture book for model lesson
- books for students to read

## Planning

Decide how many books you want in each table basket (e.g., three or more per child). When and how will you pass out book baskets to each group? Choose a student from each group to be book monitor. (Rotate book monitors regularly.)

## Procedure

1. **Crafting:** Model how to read a story by using only the pictures. Point to details in the pictures that demonstrate foreshadowing or that help students make predictions.
2. Read the same book using the words. Ask students if the words made a difference to the story. How did the words contribute to their understanding?
3. Have a few student volunteers demonstrate both ways to read a book. Discuss the importance of having different ways to read books.
4. **Composing:** Have students read books with partners, using both ways for 3–5 minutes.
5. **Reflection:** Ask students what they did to understand the stories they read. Ask for volunteers to explain to the class how they read their book.



## Points to Ponder

In first and second grades, students will possess a higher reading stamina. If students are ready to read for longer periods, they should be allowed to do so.