

## Independent Reading: The First Twenty Days of Teaching

**M=Management Minilesson    S=Strategies and Skills Minilesson    L=Literary Analysis Minilesson**

Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
<p><i>Day 1 (M)</i></p> <p>Selecting Books and Enjoying Silent Reading</p>	<ul style="list-style-type: none"> <li>• We have specific ways to select and return books in our classroom so that we all can find and use them easily.</li> <li>• We read silently and do not talk with others to do our best thinking while reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn how to maintain the organized classroom book collections.</li> <li>• The routines of silent individual reading are established.</li> </ul>	<p>Management Lesson—</p> <p>Part 1— <i>This year you will get to read many wonderful books in our classroom and at home. I'd like to introduce you to our classroom collection of books. Let's talk about how we can choose, read, and return them in a way that let's us all find and use them easily.</i> Share the ways books are organized; point out books categorized by author, by genre, by topic, by series, by how easy or hard they are to read, by award winners, or by any other category you've established. Show students the place where each category of books is kept. Then show students how to take books out and return them to each basket.</p> <p><i>We will all get to share these wonderful books in our classroom this year. If we are responsible for selecting and returning them to the baskets, we will always be able to find the books we want to read.</i></p> <p>Part 2—Write "Reading is Thinking" on a chart. <i>Today you are going to have a good block of time to enjoy your reading. Reading is thinking, and you can do your best thinking when it is quiet. When we do our independent reading, you will need to read silently without talking to the person next to</i></p>	<ul style="list-style-type: none"> <li>• Organized classroom book collection.</li> <li>• Chart—Reading is Thinking (Will add to this chart on Day 4)</li> <li>• Chart—What does Independent Reading look like?</li> </ul>

			<p><i>you or to anyone else. The room is completely quiet so that you and your classmates can do your best thinking. When the reader and I are talking, we will be sure to whisper so that we will not interrupt anyone's thinking.</i></p> <p>Build anchor chart for "What does independent reading look like?"</p> <p><i>When we gather for our group meeting later we can talk about how well we did at keeping the room completely quiet so we could all do our best thinking.</i></p> <p><i>We are going to practice reading independently. We will do our best independent reading for 3 minutes at a time to build our stamina of reading independently.</i></p> <p>After 3 minutes or when you see that children are not on task, stop the reading. Bring back to WG discussion on what independent reading looks like and what it doesn't. Practice several more times using this same format.</p>	
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<p><i>Day 2 (M)</i></p> <p>How Readers Choose Books</p>	<ul style="list-style-type: none"> <li>• Readers choose books in many different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use several different kinds of information to help them choose.</li> <li>• Students will think carefully about book choice.</li> </ul>	<p>Management Lesson—</p> <p><i>Each of you has chosen a book to read from our classroom collection (or from library). We choose books to read in many different ways and for many different purposes. For example, I love to read _____ so I often look for that type of book. When I need to cook a new recipe I look through and read parts of several different cookbooks. If I'm planning a trip I may choose a book or guide about the place that I am going so that I can better plan my trip. If I am teaching something new I choose a book to gain more knowledge about the topic. I read for many different purposes and those purposes determine the books that I choose and how I will read them. What do you think about when you choose a book to read?</i></p> <p>Write student responses on a chart - "Ways We Choose Books". (See example # 1)</p> <p><i>I'll leave this list of ways readers choose books on the wall because you may think of other ways you choose books to read and we can add them. Today we have listed many of the different ways you might choose books to read. Now you can find a comfortable seat and enjoy your book. Remember, reading is thinking—so you will need to read silently. Do not talk, so that your classmates can do their</i></p>	<ul style="list-style-type: none"> <li>• Examples of books that teacher may read.</li> <li>• Student self selected book</li> <li>• Chart - "Ways We Choose Books" to be completed in lesson</li> </ul>
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			<i>best thinking. When you return, we'll quickly share how you chose the book you are now reading.</i>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
<p><i>Day 3 (S)</i></p> <p><b>Making Good Book Choices</b></p>	<ul style="list-style-type: none"> <li>Books can be easy, just-right, or challenging for a reader.</li> <li>Readers should choose just-right books most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Readers will have criteria to judge whether a book is just right for independent reading</li> </ul>	<p>Strategies and Skills lesson—</p> <p>One of the most important goals of early minilessons is getting your students reading "just right" books that they enjoy. As you teach the minilesson, create a chart with three categories, indicating the characteristics of <i>easy</i>, <i>just-right</i>, or <i>challenging</i> under each.</p> <p><i>Today we are going to talk about how readers choose "easy," "just right," or "challenging" books to read. I'll make some notes on this chart to help you. Remember each kind of book we talk about.</i></p> <p><i>Sometimes, easy books are fun to read. They're the kinds of books you read when you want to relax. You might pick a favorite picture book you've heard read aloud or a book that you have read before and enjoyed or a new book that won't take a lot of effort for you to read and understand. You can read the book easily and understand it very well. I'll write E on the chart to indicate "easy."</i></p> <p><i>Just-right books are those that you understand well and can enjoy. You read the book smoothly and have only a few places where you need to slow down</i></p>	<ul style="list-style-type: none"> <li>Chart-( to be completed during lesson) Characteristics of <i>easy</i>, <i>just-right</i>, or <i>challenging</i> books</li> </ul>

			<p><i>to figure out a word or think more about the meaning. These are the books that will help you become a better reader each time you read. Most of the time you should read just-right books. I'll write JR, for "just right," on the chart. Challenging books are very difficult for you to read. You have trouble reading many of the words and don't understand most of what you are reading. These are books that are too difficult for you to enjoy right now, but you may find you will enjoy them later. Challenging books are not usually good choices for right now. I'll write C on the chart to stand for "challenging." There may be some times when you would choose a challenging book, such as when you needed to find some facts on a particular topic, but most of the time, you would save challenging books until they are "just right" for you. When you are reading today, think about whether the book you are reading is easy, just right, or challenging for you. When you return to the group, be prepared to share the category that best describes your choice. Yesterday you did a wonderful job reading silently so everyone could do his best thinking. Let's do the same today.</i></p>	
Minilessson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
Day 4 (S)	<ul style="list-style-type: none"> <li>• Readers are always thinking about what</li> </ul>	<ul style="list-style-type: none"> <li>• Readers will be aware of their thinking and</li> </ul>	<p>Strategies and Skills Lesson—</p> <p><i>When I read I am always thinking about</i></p>	<ul style="list-style-type: none"> <li>• Chart— Reading is Thinking</li> </ul>

<p>Thinking and Talking about Your Reading</p>	<p>they understand and about how they feel about what they understood.</p> <ul style="list-style-type: none"> <li>• Readers can talk about their thinking.</li> </ul>	<p>remember it in order to share with other readers.</p> <ul style="list-style-type: none"> <li>• Readers will talk with each other about their thinking.</li> </ul>	<p><i>what the author is saying and how I feel. For example, when I read The Winter Room, by Gary Paulsen, I was thinking about visiting my uncle's farm when I was a child. My aunt baked bread just like Eldon's mother did, and I could almost smell it. I felt that everything on the farm was old and well used. I liked the description of the names carved on the beds—names they didn't even know because the beds were so old. (You may want to use your own example from a book you've read)</i></p> <p><i>You will be thinking as you read your book today. You may be thinking about what you like or don't like, things the book reminds you of in your life or in other books, or questions you have. You might be making predictions, noticing something about the author's language or style, or thinking about how a character reminds you of someone in your life. I'll write some of the thinking we talked about on this chart to remind you. We can add more later.</i></p> <p>Take a moment to list the kinds of thinking on the "Reading Is Thinking" chart that you started on the first day. List topics such as how the book reminds you of another book, or something that confuses you.</p> <p><i>Today while you are reading, mark two places in your book where you might share some of what you were thinking about as you read. Use stick-on notes</i></p>	<ul style="list-style-type: none"> <li>• Example of book teacher has read</li> <li>• Stick-on Notes</li> </ul>
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			<p><i>to help you remember the place so we can share our thoughts when we gather in our group. We might want to add more kinds of thinking to our list.</i></p> <p>Following the reading time, invite students to talk together about the thinking they did about their reading. Explain that they can talk about what they are thinking about their reading.</p>	
Minilesson (M, S, L)	<b>Key Concepts</b>	<b>Learning Outcomes</b>	<b>Lesson</b>	<b>Resources Needed</b>
Day 5 (M)  How to Buzz with Each Other	<ul style="list-style-type: none"> <li>We will do our best talking about reading when we “buzz” well with a partner or in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how to listen to each other and share effectively as</li> </ul>	<p>Management lesson—</p> <p><i>Yesterday we talked about how readers think while they read, and you shared the thinking you were doing as you read.</i></p>	<ul style="list-style-type: none"> <li>Chart—How to Buzz Effectively</li> </ul>

(Turn & Talk)		partners or in small groups.	<p><i>When we talk with a partner or in a small group, we are going to refer to our talking with each other as a "buzz" Let's talk a little bit about how we can buzz with each other well so we can do our best talking and learning. I'll write our thoughts on this chart.</i></p> <p>Elicit the students' suggestions, shaping them to create a simple, clear set of guidelines. (See example #2)</p> <p><i>When we are finished reading today, we will buzz in threes about what is capturing our interest in the books we are reading. Then we will use our chart to evaluate how well our buzz sessions are going.</i></p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
Day 6 (M)  Abandoning Books	<ul style="list-style-type: none"> <li>Sometimes readers abandon a book for specific reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn that, after a good try, they may have a reason to</li> </ul>	<p>Management lesson—</p> <p><i>Once in a while readers choose a book to read and even after they have given it a good chance, they find that they</i></p>	<ul style="list-style-type: none"> <li>Chart -Why Readers Abandon Books</li> </ul>

		<p>abandon a book.</p> <p><i>are not enjoying it. They're not interested in reading it anymore, and they want to stop. They may decide to read it later. When a reader stops reading a book, it's called "abandoning the book." Today let's talk about why readers might abandon books.</i></p> <p>As students give different reasons readers abandon books, create a chart. (See example #3)</p> <p><i>Are any of you reading a book that you are really not interested in? Of course, it's important to give a book a chance before you decide to abandon it, but readers do abandon books sometimes. If you're considering abandoning your book, why is that: Have you given it a good chance? When we gather to share today, we'll check in with one another to see whether any readers abandoned the books they were reading so far this year and they can explain why.</i></p>		
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
Day 7 (L)  Distinguishing between Fiction and Nonfiction	<ul style="list-style-type: none"> <li>There are two types of books: fiction and nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to distinguish between two types of books</li> </ul>	<p>Literary Analysis lesson—</p> <p><i>There are just so many different kinds of books to read. We have read many kinds of books together. Let's look at the list of books we've read aloud</i></p>	<ul style="list-style-type: none"> <li>Chart— Books We've Shared</li> </ul>

		<p>as a foundation for learning about genre.</p>	<p><i>together so far this year.</i></p> <p>Refer to your list of books on the chart headed "Books We've Shared." You'll update this list every time you read a book aloud to the students.</p> <p><i>We read some fiction books like _____, _____, _____.</i></p> <p><i>Fiction books are not true stories, though the ideas may have come from experiences that really happened. We've also read some information books, such as _____, _____, and _____. All of these books are nonfiction. That means they are not fiction. In other words, they are true stories and should contain accurate information.</i></p> <p><i>Today, think about the kind of book you are reading. Is it fiction or nonfiction? When we share today, be prepared to tell whether the book you are reading is fiction or nonfiction and how you know what type of book it is.</i></p> <p>Make a chart that says fiction texts are basically not true. Nonfiction texts contain accurate, truthful information. Put one or two examples of each.</p>	<ul style="list-style-type: none"> <li>• Examples of books that have been read aloud</li> </ul>
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
<p>Day 8 (L)</p> <p>Different Kinds of Fiction</p> <p>Different Kinds of</p>	<ul style="list-style-type: none"> <li>• There are many different kinds of fiction.</li> <li>• There are many different kinds of nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Each genre has specific characteristics. Students will learn to categorize types</li> </ul>	<p>Literary Analysis Lesson Part 1—Different Kinds of Fiction</p> <p><i>We have discussed the difference between fiction and nonfiction. Today let's look at the different kinds of fiction books we have read together.</i></p>	<ul style="list-style-type: none"> <li>• Chart—Books We've Shared</li> <li>• Chart—Fiction</li> </ul>

<p>Nonfiction</p>		<p>of fiction and types of nonfiction so that they can vary their reading.</p>	<p>Point to the list and the labels for each book.</p> <p>Below is a brief explanation of each type of fiction. If you have not read each type, have examples of each to show the class.</p> <p>Historical fiction - The author tells a story that seems real and took place in the past or in history. Often, an author tells a fiction story using actual people or events of the past but some of the story came from the imagination.</p> <p>Realistic fiction - A story about something that could be happening today. It seems real.</p> <p>Science fiction - Fiction books that tell about supernatural events. They are a kind of fantasy based on science.</p> <p>Fantasy - Books like <i>Charlotte's Web</i> that contain unrealistic elements.</p> <p>Traditional Stories - Those stories that were passed down orally throughout history. Old stories that are passed on from generation to generation. They include folktales, fairy tales, myths, and legends. Both fairy tales and folktales are traditional tales, but fairy tales have magic in them. Folktales are old stories that people tell, and sometimes they have a lesson in them. Discuss and label all the books on the</p>	<ul style="list-style-type: none"> <li>• Chart— Nonfiction</li> </ul>
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			<p>list headed "Books We've Shared" with the letters RF for realistic fiction, SF for science fiction, HF for historical fiction, F for fantasy, and TL for traditional literature.</p> <p><i>When we talk about the type of book you are reading, we are talking about its genre. Before you start reading today, think about the genre of your book. If you are reading fiction, is it realistic fiction, historical fiction, science fiction, fantasy, or traditional literature? When we share today, we'll ask you to tell the type of fiction book you are reading and to explain why you believe it is that type.</i></p> <p>Part 2 -Different Kinds of Nonfiction</p> <p><i>We have discussed the different kinds of fiction texts (Refer to chart and give examples of traditional literature (folktales, fables, myths, legends, fairy tales) and fantasy, science fiction, realistic fiction, and historical fiction.)</i></p> <p><i>Today we are going to talk about different kinds of nonfiction texts or texts that give accurate, truthful information. There are two types of nonfiction texts. The first is Informational (Write an <b>I</b> next to an informational book on the Books We've Shared Chart) Informational texts are those that give us information about history, science, language, or other subjects. The second is biography.</i></p>	
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			<p>(Write a <b>B</b> next to titles of biographies on the Books We've Shared chart)</p> <p><i>Biography texts tell about people's lives. If a person is telling a story about his/her life, it is called an autobiography. If an author tells about some memories or certain experiences in his/her life, it is called a memoir. Before you start reading today, think about whether you are reading an informational book or biography. We will talk about the nonfiction books people are reading at group share.</i></p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
Day 9 (M)  Keeping a Record of Your Reading	<ul style="list-style-type: none"> <li>Readers keep a list of books they've read so that they can evaluate the breadth of their reading.</li> </ul>	<ul style="list-style-type: none"> <li>Students will begin to use section one in their response journal.</li> <li>Students will begin to record books they have</li> </ul>	<p>Management lesson—</p> <p><i>You have been doing lots of wonderful reading and thinking about your books. Readers sometimes keep a list of books they've read so they can look back at their reading. Today I am going to give you a very special journal that is just for you to help you remember the books</i></p>	<ul style="list-style-type: none"> <li>Chart - Enlarged journal page</li> <li>Student journal</li> </ul>

		<p>read using specific procedures.</p>	<p><i>that you have read. In one part there is a place for you to record the titles you are reading.</i></p> <p>Hold up a journal.</p> <p><i>Your journal will have four sections. The first section is called "Reading List"</i></p> <p>Show an enlarged copy of the Reading list form on chart paper.</p> <p><i>This is a page on which you can keep a record of the books you have read.</i></p> <p>Discuss and model how this page should be completed. Emphasize that capital letters are used where they belong in the title and author's name.</p> <p>When a book is finished the student will fill in the genre, using the codes, established in lesson 8, date, and difficulty level (E, JR, or C).</p> <p><i>When we gather for group share today, bring your reading journal so partners can check each other's reading list to be sure we've all started to use it correctly.</i></p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
Day 10 (M)  Guidelines for Reading Workshop	<ul style="list-style-type: none"> <li>As readers and writers, we follow specific guidelines to work together and help one another do our best learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to use section three in their response journals.</li> <li>Students will be aware of and follow specific guidelines for</li> </ul>	<p>Management lesson—</p> <p><i>As readers and writers we need to work together in our classroom, helping each other do our best learning. We have been talking about some of the ways we can help each other as readers and writers. On this chart are the ideas or guidelines for our workshop that we have already talked about and one that</i></p>	<ul style="list-style-type: none"> <li>Chart - Guidelines Reading Workshop</li> <li>Student journals</li> </ul>

		<p>independent reading.</p>	<p><i>we will talk about soon.</i></p> <p>You have already written the guidelines in large print on chart paper (See example 4) and glued them on the inside back cover of the journal.</p> <p>Discuss each guideline with your class. Ask the children to read the guidelines and discuss with them the importance of each.</p> <p><b>Guideline 1—You must always be reading a book or writing your thoughts about your reading.</b> Let them know that they will soon learn how to write in their reading journals about their reading.</p> <p><b>Guideline 2—You need to be working silently to enable you and your peers to do your best thinking.</b> Ask students if they think they are doing a good job helping each other do their best thinking.</p> <p><b>Guideline 3—When conferring with the teacher, use a soft voice.</b> This is another way that we can help each other do our best thinking.</p> <p><b>Guideline 4—Select books you think you'll enjoy and abandon books that aren't working for you after you've given them a good chance.</b></p> <p><b>Guideline 5—List the book information when you begin and record the date</b></p>	
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			<p><b>when you finish.</b> You have all learned how to record the information.</p> <p><b>Guideline 6—Always do your best work.</b></p> <p><i>These guidelines are written on our chart, and they are also glued into the inside cover of your journal to remind you. If we all observe these guidelines, we can get our best work done. Any questions? It's time to start reading.</i></p>	
Minilesson (M, S, L)	<b>Key Concepts</b>	<b>Learning Outcomes</b>	<b>Lesson</b>	<b>Resources Needed</b>
Day 11 (S)  Writing Responses to Your Reading	<ul style="list-style-type: none"> <li>• Readers can share their thinking about reading by writing a letter in a journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn to follow procedures for writing letters in response journals.</li> </ul>	<p>Strategies and Skills Lesson—</p> <p><i>Together we have shared our thinking by talking about books I have read aloud to you. You have been doing good thinking and talking about the books you have chosen to read. You have talked about your thinking with a partner and in groups. Now instead of only talking about your thinking, you're going to put your thinking on paper. When you write about your thinking,</i></p>	<ul style="list-style-type: none"> <li>• Personal letter from teacher on chart paper</li> <li>• Student journals</li> </ul>

			<p><i>you can remember it and share it with others who read it.</i></p> <p><i>In our class this year, you're going to share your thinking by writing your thoughts in a letter to me in your reading journals. Each week you are going to write one letter to me, sharing what you are thinking about the book you are reading. I will read your letter and write a letter back to you. I have written a letter to you today to share my thinking about a book I'm reading.</i></p> <p>Read the letter, which you have already written on chart paper. (See example #5) for an example and adjust your own letter to the background and knowledge of your students.</p> <p><i>What do you notice about the letter I wrote?</i></p> <p>The following is an example of the dialogue with the students after the letter is read.</p> <p><u>Student</u>: You told how you were thinking of your family and other people.</p> <p><u>Student</u>: You told what you noticed about the way the author used words.</p> <p><u>Student</u>: You told about the kinds of books you like to read.</p> <p><u>Teacher</u>: That's a good description of my thinking. You described the content, the information about my thinking I gave my readers in my letter. Now let's talk about how the letter was written. What do you notice about its</p>
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			<p>form?</p> <p><u>Students</u> make comments about the date, how it began and how it was signed.</p> <p><u>Teacher:</u> You noticed the letter has an opening—a greeting to the person or persons receiving the letter—that starts on the left, begins with a capital letter, and is followed by a comma. You noticed the closing starts halfway across the page with a capital letter. It is also followed by a comma, and the name of the writer is directly below it. This is the conventional form of a personal letter. That means it's how readers will understand it is a friendly letter.</p> <p>This is how you will write your letter each week—you will write your best thinking in the form of a personal letter. Our letter will be like a conversation between two readers. Any questions about the form? Okay, today I'd like each of you to return to your seat and write a letter about your thoughts on the book you are reading. Address it to me. Start your letter on the first clean page in your journal section marked "Responses" Today in group share, you will be sharing the letter you wrote about your book with a partner, and then I will read them and write a letter to you. Now go to your seats and begin your letter. You should try to finish it today. At the end of reading time, you'll put your journal in the basket marked "Completed Letters."</p>	
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<p>Day 12 ( M)</p> <p>Writing Letters in Your Journal Each Week</p>	<ul style="list-style-type: none"> <li>• Use the teacher's letter as a guide to writing your letter in your journal.</li> <li>• Readers complete a letter each week and place it in the "Completed Letters" basket</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn to respond to the teacher's letter as part of their letter writing in journals.</li> <li>• Students will follow procedures for the weekly letter.</li> </ul>	<p>Management Lesson</p> <p><i>Please bring your journal to our group meeting. Yesterday we talked about how each week you will be writing a letter about the book you are reading or have just finished. I've asked (Name) and (Name) to read their letters to the group. (The students read their letters.) In your journal inside the front cover, you have a letter from me about how you will be sharing your thinking about books in writing this year. Please turn to that page.</i></p>	<ul style="list-style-type: none"> <li>• Student journals with typed teacher letter glued in</li> <li>• Chart - Day Journal Is Due</li> <li>• "Completed Letters" basket</li> </ul>

			<p>Have a student read the letter aloud. (See example # 6)</p> <p><i>This letter is glued into your journal to remind you about the writing you are doing. You can reread it or refer to it when you need reminding of what you should be writing.</i></p> <p><i>If you finished your letter last time, you will notice that I have written a letter back to you. You can begin today's quiet reading time by reading my letter. Next week, when you write to me, you will want to review the letter to be sure you respond to what I wrote. If you did not finish your letter yesterday, you will need to do that first today and put your journal in the "Completed Letters" basket.</i></p> <p><i>This time you all wrote your letters on the same day so you could learn how to do it. From now on, you will have one week to finish your letter, and you can choose the day you want to write it. You will have an assigned day that your letter must be finished and put in the "Completed Journals" basket. Look at this chart to see what day your finished letter is due.</i></p> <p>Review the chart called "Journal Letter Due" with students</p> <p>Initially, on the day before a group of journals is due, remind those students that they'll need to write their letters that day if they haven't done it on their own yet. As students become more familiar with the process, they should</p>	
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			not need reminders.	
Minilesson (M, S, L)	<b>Key Concepts</b>	<b>Learning Outcomes</b>	<b>Lesson</b>	<b>Resources Needed</b>
Day 13 (S)  Proofreading Your Journal Responses	<ul style="list-style-type: none"> <li>The letters you write in your journal will be your best work if you proofread them using guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn to use guidelines to proofread letters they write in their journals.</li> </ul>	<p>Strategies and Skills Lesson</p> <p><i>Your letters to me have been very interesting. I am enjoying our written conversations about the books you are reading. You are asking good questions, sharing what surprises you, and writing about how your book reminds you of something in your life or of other books. Today we're going to talk briefly about how you read over—or proofread—your letter to be sure it is your best work. To make sure your journal entry is your best work, what are a few things you need to check for? I'll write them on this chart.</i></p>	<ul style="list-style-type: none"> <li>Chart—Proofreading Your Letter</li> <li>Student journals</li> </ul>

			<p>Write the students' responses on a chart headed "Proofreading Your Journal Response" (see ex. #7)</p> <p><i>Let's read all the reminders on our chart. Today, begin by proofreading your last journal response; check for all the points we talked about. Every time you write a new letter you need to refer to the proofreading chart and check to be sure you have done your best before placing your journal in the basket.</i></p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
Day 14 (S) Topics for Your Reading Journal	<ul style="list-style-type: none"> <li>There are many different kinds of thinking that you can write about in your journal.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn that there are a variety of topics that they can write about in their letters.</li> <li>Students learn to refer to a chart to help themselves.</li> </ul>	<p>Strategies and Skills lesson</p> <p><i>Your writing is your thinking. In your letters to me, you have been telling about your thinking. Today we are going to make a list of all the different kinds of writing about books you have done and can tell about in your journal letters. What are some of the kinds of thinking you can write in your journal? I'll write them on this chart.</i></p> <p>Create a chart similar to the one shown in ex. # 8.</p> <p><i>This is a very good list. I'm sure we will have many more to add as we continue to write about books we are reading.</i></p>	<ul style="list-style-type: none"> <li>Chart—Topics You Can Write about in Your Reading Journal</li> <li>Student journals</li> </ul>

			<p><i>Let's place our list on the wall and you can suggest others to add as you think of them. If you are having difficulty thinking about what you want to share in your letter, this list may help you. We'll see if you have any more today at our group share. It's time to get started with your reading.</i></p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
<p>Day 15 (M) Using Stick-on Notes to Prepare for Journal Writing</p>	<ul style="list-style-type: none"> <li>Quick notes can help you remember your thinking when you are ready to write your letters and when you confer with me.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn a process to help them remember their thinking so that they can write about it and talk about it.</li> </ul>	<p>Management lesson</p> <p><i>We have been talking about all the different ways we are reading and how we share our thinking in our journals. As you read this week, stop one or two times to make some quick notes about your thinking on stick-on notes, and place them on the pages in your book that prompted you to have these thoughts. When you are ready to write your letter, you can use your notes about the marked places to help you remember the parts you want to write about. When I confer with you, you can share some of the places you marked and explain why you chose them. This may help you write letters that show lots of good thinking about your</i></p>	<ul style="list-style-type: none"> <li>Stick-on notes</li> </ul>

			<p><i>reading.</i></p> <p>Caution: You will not want to overdo the use of stick-on notes because it will interrupt the reading process.</p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
<p>Day 16 (M) Creating a List of Your Reading Interests</p>	<ul style="list-style-type: none"> <li>Keeping a list of your reading interests will help you find books that you enjoy</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to record their reading interests in section two of the reading journal and use that information to guide their choices.</li> </ul>	<p>Management lesson</p> <p><i>Please bring your journals to the group meeting today. An important part of being a reader is finding books you really enjoy. In your journal is a section called "Reading Interests." This is a place for you to make lists of topics, genres, authors, and titles that you want to read. Let's look at this chart, which is like the page in your journal.</i></p> <p>Point to the large version of the "Reading Interests" form that you have posted on a chart.</p> <p><i>In the first part you can keep a list of topics or subjects you want to read about such as basketball, space, or</i></p>	<ul style="list-style-type: none"> <li>Enlarged print version of "Reading Interests"</li> <li>Student journals</li> </ul>

			<p><i>camping. In column two, you can list genres or types of books you interested in. What genres interest you?</i></p> <p><i>Talk with your partner about authors you want to read. (T writes them on the chart in the third section)</i></p> <p><i>The last section of the page is for listing titles you want to read. You might list titles from our book talks or titles recommended by friends. After you read the book, you can place a checkmark next to it.</i></p> <p><i>Today when you return to your seat, write at least one item on each list to get you started on collecting information on books you want to read. When we share later, you will quickly tell about some of the items you put on your list today.</i></p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
Day 17 (M) How to Write Book Recommendations	<ul style="list-style-type: none"> <li>• Readers choose books by listening to the recommendations of others.</li> <li>• You can recommend books to others</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn to evaluate books.</li> <li>• Students learn how to write a brief book recommendation.</li> <li>• The class builds a collection of recommended books.</li> </ul>	<p>Management lesson</p> <p><i>One way readers find good books to read is by listening to the recommendations of others. See the _____ over there. That is where we'll display the books that we believe are so good we don't want our classmates to miss them! We'll call these books "Must - Reads." If you read a book that you believe should be on the Must - Read rack, take one of these index cards and note the</i></p>	<ul style="list-style-type: none"> <li>• Special place in classroom for recommended books</li> <li>• Index cards</li> <li>• Examples of book recommendations</li> </ul>

			<p><i>following information. (See ex. # 9)</i></p> <p>Write a book recommendation on a book you have shared as a class to create a clear example together. Then review with the students the guidelines on the chart headed "Book Recommendations"</p> <p><i>Your recommendation should sound like a short commercial telling the good things about the book. Let's look at a couple of Must- Read recommendations written by others.</i></p> <p>Project a transparency of a book recommendation such as ex. # 10. Ask a student to read it aloud then discuss with the class how the person making the recommendation gave just enough information to entice other readers. Discuss the strengths and weaknesses. Then share a second recommendation (see ex. # 11). Discuss the features of the recommendations and refer to the Book Recommendations chart.</p> <p><i>Today, I'd like each of you to think of one of the best books you've ever read. Write a book recommendation on a white index card following the directions on our chart. Bring your recommendation to the group share. Use the same proofreading list you use to check your journal entries to be sure it's your best work.</i></p> <p><i>Whenever you find a book that you would recommend to others in the class, take an index card, write your</i></p>
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			<p><i>recommendation, and clip it to the inside cover of the book. Then put it _____ where the Must -Reads are.</i></p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
<p>Day 18 (S) Checking for Understanding as You Read</p>	<ul style="list-style-type: none"> <li>• Readers notice when the text doesn't make sense to them.</li> <li>• Readers have different ways to figure out the author's meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn to check on their understandings as they read.</li> <li>• Students learn ways to make sure they understand as they read.</li> </ul>	<p>Strategies and Skills Lesson—</p> <p><i>When you are reading your book and something doesn't make sense, what do you do? I'll write your ideas on this chart.</i></p> <p>Write student responses on a chart like the one in ex. #12.</p> <p>Example of dialogue:  S - I stop and think about it.  S—I keep on reading and figure it out.  T—Sometimes you stop and think about what you know so far and that helps. You might think about what you already know about where the story takes place or the time in history. Or you might think about what you know from other books by the same author.  S—I go back and read the paragraph again.  T—If you have tried all of these ways of figuring out the meaning and you still</p>	<ul style="list-style-type: none"> <li>• Chart—How to Be Sure You Understand the Author's Message</li> </ul>

			<p>don't understand it, you can ask for help in our reading conference or when we are meeting in groups. You can also ask for help in your letter to me in your journal. This chart will remind you that you need to notice when something doesn't make sense and that good readers have lots of ways to solve the problem. Review the chart with your students.</p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
<p>Day 19 (S) Solving Unknown Words</p>	<ul style="list-style-type: none"> <li>Readers have a variety of ways to solve unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn a variety of ways to solve words.</li> </ul>	<p>Strategies and Skills Lesson</p> <p><i>When readers come to words they don't know, they have lots of ways to figure them out. You know some ways to figure out words. Let's list them.</i></p> <p>Create a list with your students like the one shown in ex. # 13, which was based on the following dialogue: S—I sound it out. T—Yes, readers think about the sounds that go with the letters and sometimes the clusters of letters like <i>br or sh</i>. <i>(Writes point 1 on the chart).</i> Sometimes you take a word apart, noticing the parts. For example, if you are trying to figure out the word <i>candle</i>, you might divide it into <i>can</i>, which you know. You'd also know the <i>dle</i> ending and that would help you solve the word. How can we write that here? S—Readers look at parts. T—<i>(Writes point 2)</i> You also use what</p>	<ul style="list-style-type: none"> <li>Chart—Ways Readers Solve Words</li> </ul>

			<p>you know about other words to figure out new words. For example, Brian was trying to figure out the word <i>telescope</i> when he was reading. He noticed the first part of the word was like <i>tell</i> and like <i>telephone</i>. Then he thought about the letters and sounds and quickly solved the rest of the word. (<i>Writes point 3 on the chart.</i>)</p> <p>S—I think about what would make sense.</p> <p>T—Yes, Brian knew <i>telescope</i> would make sense because they were trying to get a close look at something either with binoculars or a telescope. You can think about what would make sense and then check the letters in the word to be sure you are right. (<i>Writes point 4</i>)</p>	
Minilesson (M, S, L)	Key Concepts	Learning Outcomes	Lesson	Resources Needed
Day 20 (S) Using Punctuation to Help You Understand	<ul style="list-style-type: none"> <li>Readers use punctuation to understand the author's message.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn how the punctuation helps them understand the author's message.</li> </ul>	<p>Strategies and Skills lesson—</p> <p><i>Readers use the punctuation to understand the author's message. When you read, the punctuation marks help you in lots of ways.</i></p> <p>The following dialogue is one class's conversation about punctuation:</p> <p>T—For example, the period lets you know when one thought ends. What does your voice do when you reach a period?</p> <p>S—It goes down.</p> <p>T—Yes, your voice drops. What do you do when you see a comma?</p> <p>S—You pause a little.</p>	Chart—paragraph from a book ( <i>Russell Sprouts</i> used as an example in text)

		<p>T—So marks like that help us sound good when we read aloud, and we are thinking about them when we read silently. They remind us to pause a little. Look at this paragraph (Refer to the paragraph from <i>Russell Sprouts</i>, which has been written on a chart.)  <i>Mary read the second sentence that begins with <b>But</b>.</i>  S- Reads the sentence.  T- Listen to the way <i>Mary</i> took a short breath after the word <i>instead</i>. That helped us understand the sentence. We've talked about quotation marks, or talking marks. They help us to know when the characters are talking. Can you find a place in this paragraph where someone is talking?  S—Yes, Mr. Michaels is talking. He says, "Schmatz!"  T—You notice that in this sentence there are quotation marks before and after the word <i>Schmatz</i>, showing us that this is what the character says. Did you notice how Ken read <i>Schmatz</i> ?  S—He was excited.  T—Ken, how did you know to read it that way?  S—Because there's an exclamation point.  T—You're right. Exclamation points also help us understand the author's meaning. He wanted Mr. Michaels to sound irritated because Russell had soaked his pants leg. What Mr. Michaels said is inside the quotation marks. It has its own ending punctuation, the exclamation point.</p>	
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			<p>What characters say is usually set off by quotation marks and has its own ending punctuation. Let's read this paragraph out loud together and observe all the punctuation. (<i>The students do so.</i>) Remember to notice and think about the punctuation while you read because it will help you understand what the author is trying to say. Have a paragraph from the book you are reading ready to share with a partner during group share later. You will read your paragraph to each other, observing the punctuation marks.</p>	
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The First 20 Days Lesson Plan was taken from the book: Guiding Readers and Writers Grades 3-6 by Irene C. Fountas and Gay Su Pinnell. Many thanks to Sherry Jones and Vicki Dill for organizing the plan in a teacher friendly lesson plan format.