

## The First 20 Days of Reading Workshop in Grade 2

Mini-Lesson	Key Concepts	Resources	Procedures
<p style="text-align: center;"><b>Day 1</b> Introducing Reading Workshop &amp; Establishing Reader Identities</p>	<ul style="list-style-type: none"> <li>• Reading Workshop is a time each day set aside for an explicit demonstration of a reading strategy or skill (Mini-Lesson), student practice, independent reading, and guided reading (Work Time), and reflection on learning (Debriefing).</li> <li>• Reading is valued and enjoyed in our classroom and we share our reading interests with each other to get to know each other as readers.</li> </ul>	<ul style="list-style-type: none"> <li>• Adult texts (teacher shares her reading materials)</li> <li>• Reading Interest Survey (see sample below)</li> <li>• Favorite Book Response Sheet</li> <li>• Baskets of books for each table with a variety of genres and levels</li> </ul>	<p><b>Mini-Lesson (whole group):</b> Teacher introduces Reading Workshop as a special time each day when she will teach the students how to do something that good readers do (Mini-Lesson), the students will have time to practice that skill/strategy and read independently (Work Time), and the whole class will have time to share and reflect on their learning (Debriefing). Teacher shares her reading life, talks about favorite authors, genres, etc., shares some books she has read or is reading and discusses when, why, and where she reads.</p> <p><b>Work Time (independent &amp; small group):</b> Students complete Reading Interest Survey and Favorite Book Response Sheet. Students read the books they've brought from home and the books from their table baskets. The teacher circulates to talk to students about their reading interests and/or may work with a small group of students who need additional support to complete the survey and response sheet.</p> <p><b>Debriefing (whole group):</b> Whip Around Share – Each child shares the title of their favorite book.</p>
<p>Notes:</p>			



Name \_\_\_\_\_ Date \_\_\_\_\_

### Reading Interest Survey

1. What kinds of books do you like to read?  
(Mark all the ones you like.)

nonfiction	poetry	mystery
fantasy	comics	realistic fiction
series books	biography	fairy tales

2. What are some of the books you have read lately?

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3. About how many books do you own? \_\_\_\_\_

4. How much time do you spend reading each day? \_\_\_\_\_ minutes

5. Do you ever get books from the library? YES NO

6. What are your hobbies and interests?

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7. Do you enjoy having someone read aloud to you?    YES    NO

Mini-Lesson	Key Concepts	Resources	Procedures
<p style="text-align: center;"><b>Day 2</b> Independent Reading</p>	<ul style="list-style-type: none"> <li>• Independent Reading will be a part of our Work Time every day.</li> <li>• When we read independently, we read the whole time, stay in one good reading spot, and respect others by reading quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Reading Rubric on chart paper (see sample below)</li> <li>• Baskets of books for each table with a variety of genres and levels</li> <li>• Timer (optional)</li> </ul>	<p><b>Mini-Lesson:</b> Teacher explains that during Work Time each day everyone will have time to read independently. Teacher introduces the Independent Reading Rubric as a tool for the class to use to help ourselves and each other concentrate on our reading.</p> <p><b>Work Time:</b> Students read independently for 5 minutes as the teacher circulates and checks in with students. As the teacher circulates, she asks two students to share their thinking about how they would rate their reading on the rubric during Debriefing.</p> <p><b>Debriefing:</b> Selected students share their thoughts on how they would rate their reading. The class discusses what went well and what they will improve on tomorrow.</p>
<p><b>Notes:</b></p>			



## Independent Reading Rubric



<p><b>WOW!</b></p>  <p>3</p>	<p><b>Good</b></p>  <p>2</p>	<p><b>So-So</b></p>  <p>1</p>
<ul style="list-style-type: none"><li>• I read the whole time.</li><li>• I read quietly.</li></ul>	<ul style="list-style-type: none"><li>• I read most of the time.</li><li>• I read quietly most of the time.</li></ul>	<ul style="list-style-type: none"><li>• I read some of the time.</li><li>• I read quietly some of the time.</li></ul>

<ul style="list-style-type: none"> <li>• I found a good reading spot and stayed there the whole time.</li> </ul>	<ul style="list-style-type: none"> <li>• I found a good reading spot and stayed there most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• I found a good reading spot and stayed there some of the time.</li> </ul>
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Mini-Lesson	Key Concepts	Resources	Procedures
<p style="text-align: center;"><b>Day 3</b></p> <p style="text-align: center;">Choosing “Just Right” Books from the Classroom Library &amp; Introducing the Work Board</p> <p style="text-align: center;"><i>*This lesson may be stretched over two days.</i></p>	<ul style="list-style-type: none"> <li>• When we need new books for independent reading, we “shop” for books in the classroom library.</li> <li>• The classroom library needs to stay organized and books need to be taken care of so that everyone can find and read books.</li> <li>• “Just Right Books” are books that we can read most of the words of, understand most of, and read fluently, like talking.</li> <li>• The Work Board lets us know what we need to do during Reading Workshop.</li> </ul>	<ul style="list-style-type: none"> <li>• Well-stocked and organized classroom library</li> <li>• “Shopping Lists” (see sample below)</li> <li>• Work Board with icons for Independent Reading and Classroom Library</li> <li>• Baskets of books for each table with a variety of genres and levels</li> <li>• Bags or boxes for storing books for independent reading</li> <li>• “Just Right Books” chart (see sample below)</li> </ul>	<p><b>Mini-Lesson:</b>  Teacher tells students that today they will have a chance to choose books from the classroom library for independent reading.  Teacher explains the organization of the classroom library and helps students to generate ideas of how to take care of the books.  Teacher introduces the book “Shopping Lists”, explains how to use them, and where the children will store the books they choose from the classroom library.  Teacher introduces the “Just Right Books” chart and explains how children will find books that are just right for them as their “free choice” books. Teacher may choose to role play/model what it looks like to find a just right book and a book that’s too hard.  Teacher introduces the Work Board and icons and explains how the children will use it to know what they need to accomplish during the Reading Workshop Work Time.</p> <p><b>Work Time:</b>  Children shop for books from the classroom library and read independently from their table baskets using the Work Board to know when to do each task.  As the children read and shop for books, the teacher circulates to facilitate and chooses two or three students to share a book they chose from the classroom library.</p>

			<p>* As students read independently, they may need to be reminded of the Independent Reading Rubric introduced on Day 2.</p> <p><b>Debriefing:</b> Two or three students share a book they chose from the classroom library.</p>
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**Notes:**



Choice Books

\_\_\_\_\_ Free  
Choice Books

\_\_\_\_\_ 's

Book Shopping List

\_\_\_\_\_ Books

Levels \_\_\_\_\_ - \_\_\_\_\_

☆ \_\_\_\_\_ Free  
Choice Books



\_\_\_\_\_ 's

Book Shopping List

\_\_\_\_\_ Books

Levels \_\_\_\_\_ - \_\_\_\_\_

☆ \_\_\_\_\_ Free  
Choice Books



\_\_\_\_\_ 's

Book Shopping List

\_\_\_\_\_ Books

Levels \_\_\_\_\_ - \_\_\_\_\_

☆ \_\_\_\_\_ Free  
Choice Books



\_\_\_\_\_ 's

Book Shopping List

\_\_\_\_\_ Books

Levels \_\_\_\_\_ - \_\_\_\_\_

☆ \_\_\_\_\_ Free



\_\_\_\_\_ 's

Book Shopping List

\_\_\_\_\_ Books

Levels \_\_\_\_\_ - \_\_\_\_\_



\_\_\_\_\_ 's

Book Shopping List

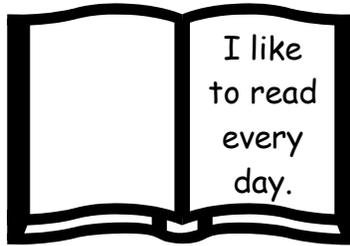
\_\_\_\_\_ Books

Levels \_\_\_\_\_ - \_\_\_\_\_

★ \_\_\_\_\_ Free  
Choice Books

# A book is “just right” for you if:

- . You know most of the words.



- . You understand most of it.



- . You can read most of it fluently, like talking.



Mini-Lesson	Key Concepts	Resources	Procedures
<p style="text-align: center;"><b>Day 4</b> How We Choose Books</p>	<ul style="list-style-type: none"> <li>· Good readers look for certain things when they're making book choices for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>· Chart paper for "How We Choose Books" chart (to be made with the children)</li> </ul>	<p><b>Mini-Lesson (whole group):</b> Teacher explains that good readers look for certain things when they're making book choices for themselves and gives an example or two from her own life. Teacher facilitates a discussion in which children generate a list of ways that they choose books and charts the ways during the discussion. (Ways of choosing books may include looking at the cover, reading the summary on the back cover, books from a well-loved series, books by a favorite author, interesting illustrations, interesting title, favorite genre, recommended by a friend, etc.)</p> <p><b>Work Time (independent &amp; small group):</b> Children shop for books from the classroom library and read independently from their table baskets using the Work Board to know when to do each task. As the children read and shop for books, the teacher circulates to facilitate and chooses two or three students to share a book they chose from the classroom library. * As students read independently, they may need to be reminded of the Independent Reading Rubric introduced on Day 2.</p> <p><b>Debriefing:</b> Two or three students share a book they chose from the classroom library.</p>
<p><b>Notes:</b></p>			



Mini-Lesson	Key Concepts	Resources	Procedures
<p><b>Day 5</b> Solving New Words <i>*This lesson may be stretched over two days with the teacher introducing half of the strategies one day and the other half the next day.</i></p>	<ul style="list-style-type: none"> <li>• Good readers try different strategies to help them read new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Word solving strategies chart (see samples below)</li> <li>• Using Strategies to Solve New Words Response Sheet (see sample below)</li> </ul>	<p><b>Mini-Lesson (whole group):</b> Teacher explains that good readers have strategies to help themselves read new words that they come across in their reading. Teacher displays the word solving strategies chart and explains and briefly demonstrates each strategy. Teacher may ask the students if they have any other strategies they use when they come across a new word in their reading. Teacher explains that as students read independently today, they should notice the new words they read and the strategies they use to solve those words. Teacher shows the class the “Using Strategies to Solve New Words” Response Sheet and briefly explains the task.</p> <p><b>Work Time (independent &amp; small group):</b> Students read independently and complete the “Using Strategies to Solve New Words” Response Sheet. Students may also be shopping for books from the classroom library. The teacher circulates to informally conference with students and as she does so, chooses two or three students to share the words they solved and tell about the strategies they used to solve them.</p> <p><b>Debriefing (whole group):</b> Two or three students share the words they solved and tell about the strategies they used to solve them.</p>
<p><b>Notes:</b></p>			



# I Can Read the Words

## Sound and Say



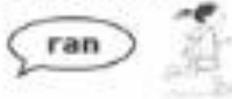
Sound out the letters

r a n



Blend the sounds together r + a + n = ran

Say the word



## Chunk the Word



Karate-chop the word

c ake h ab it at

Say the parts I know

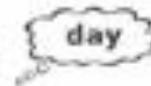


Blend the parts together c + ake = cake

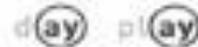
## Use What I Know



Think of other words that look like this one



Think about what is the same about this word



I know \_\_\_\_\_, and the chunk is \_\_\_\_\_, so this is \_\_\_\_\_.

## Switch the Vowel



Does it make sense?



Does it sound like a real word? yes/no

Try the other sound—switch it



Name \_\_\_\_\_

Date \_\_\_\_\_

## Using Strategies to Solve New Words

I solved the word \_\_\_\_\_.

The strategy I used was \_\_\_\_\_  
\_\_\_\_\_.

I solved the word \_\_\_\_\_.

The strategy I used was \_\_\_\_\_  
\_\_\_\_\_.

I solved the word \_\_\_\_\_.

The strategy I used was \_\_\_\_\_  
\_\_\_\_\_.

I solved the word \_\_\_\_\_.

The strategy I used was \_\_\_\_\_

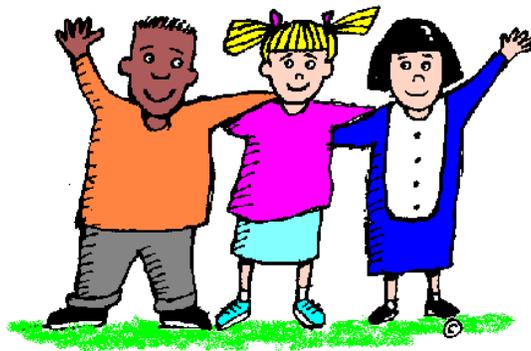
\_\_\_\_\_.

Mini-Lesson	Key Concepts	Resources	Procedures
<p><b>Day 6</b> Introducing Reading Response (Characters &amp; Setting)</p>	<ul style="list-style-type: none"> <li>Reading Response is a Work Time activity that involves reading a selection independently, practicing a reading skill/strategy modeled by the teacher, and responding to the text as modeled by the teacher.</li> <li>Good readers pay attention to the characters and setting of a story and include them in their retell.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response icons for Work Board</li> <li>“A Good Retelling Includes...” chart (see sample below)</li> <li>Characters and Setting Reading Response (see sample below)</li> </ul>	<p><b>Mini-Lesson (whole group):</b> Teacher explains that good readers are always thinking while they read and that good readers think about the characters and setting of the story when they read fiction. (Briefly explain/review fiction.) Teacher explains that after reading, readers often like to talk about what they’ve read with someone and they’ll sometimes retell the story. Teacher introduces the chart, “A Good Retelling Includes...” and briefly discusses the elements of character and setting and how they are important to a story. Teacher reads a piece of children’s literature to the class and engages students in an interactive read aloud, stopping where appropriate to discuss the characters and setting. Teacher models completing a Reading Response using the text she has read to the class. Teacher introduces the Reading Response Work Board icon.</p> <p><b>Work Time (independent &amp; small group):</b> Students read a fictional text (from their bag of books or provided by the teacher) and complete the Reading Response. Students will also be reading independently and may be shopping for books from the classroom library. The teacher circulates to informally conference with students and as she does so, chooses two or three students to share the text they read and tell about the characters and setting.</p> <p><b>Debriefing (whole group):</b> Two or three students share the title of the text they read and tell about the characters and setting.</p>
<p><b>Notes:</b> CC.2.RL.1 Ask and answer such questions as who, what, when, where, why and how to demonstrate understanding of key details in a text.</p>			



# A good retelling includes:

- who was in the story.  
(the characters)



- where and when the story took place.  
(the setting)



Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Response - Characters and Setting

Book Title: \_\_\_\_\_



The characters in this story were \_\_\_\_\_

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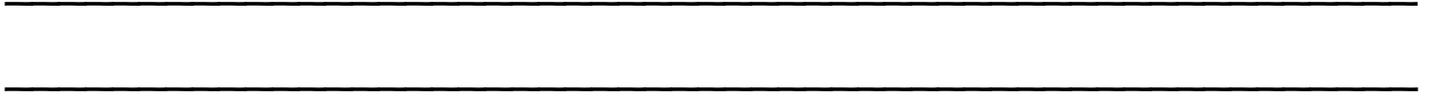
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Draw and label the characters.



The setting of this book was \_\_\_\_\_



Mini-Lesson	Key Concepts	Resources	Procedures
<p style="text-align: center;"><b>Day 7</b> Working Out Problems Without the Teacher</p>	<ul style="list-style-type: none"> <li>• During Work Time, the teacher meets with students (one-on-one or in a guided reading group) and she shouldn't be disturbed unless it's an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart or bulletin board with "Are you unsure of what to do?" steps (see sample below)</li> <li>• Message Board (optional)</li> <li>• "Problem Cards" (see sample below)</li> <li>• Characters and Setting Reading Response (see sample below)</li> </ul>	<p><b>Mini-Lesson (whole group):</b> Teacher explains to the students that during Work Time she will meet with one or more students at a time to talk to them about their reading or teach them a strategy that good readers use. During this time, the teacher should not be disturbed unless it's an emergency. Teacher introduces the "Are you unsure of what to do?" chart as a tool for students to use to figure out what they need to do without asking the teacher. (If you choose to use a Message Board where children can leave you a note, introduce it now.) Teacher has one child at a time pick and read a "problem card" and the class discusses how they would solve that problem.</p> <p><b>Work Time (independent &amp; small group):</b> Children complete the Work Board tasks, including completing another Characters and Setting Reading Response with a new book. The teacher may use this time to work with a student or small group of students, but should anticipate that some disruptions may occur. The teacher may also consider using this time to have one student at a time read aloud to her as a "warm-up" for the Benchmark Assessment.</p> <p><b>Debriefing (whole group):</b> Students share problems they encountered and tell how they solved their problems.</p>
<p>Notes:</p>			

**Are you unsure of what to do?**

- 1. Check the Work Board.**
- 2. Reread the directions if you're working on a Reading Response.**
- 3. Quietly ask a classmate.**
- 4. If you're still unsure, leave a note on the Message Board and find something to read while you wait.**

<p>You need a new book for independent reading.</p>	<p>You need to use the bathroom.</p>	<p>There's a word in your book that you don't know.</p>
<p>You don't know how to complete the Reading Response.</p>	<p>You can't find your Book Bag.</p>	<p>You're having trouble finding a book in the classroom library.</p>
<p>You don't feel well.</p>	<p>You can't find a good</p>	

**reading spot.**

Mini-Lesson	Key Concepts	Resources	Procedures
<p style="text-align: center;"><b>Day 8</b> Revisiting Reading Response (Story Map)</p> <p><i>*This lesson may be stretched over two days with the teacher introducing the Beginning-Middle-End story structure one day and the Problem/ Solution story structure the next day.</i></p>	<ul style="list-style-type: none"> <li>In addition to the characters and setting of a story, good readers pay attention to the important events of the story and include them in their retell.</li> </ul>	<ul style="list-style-type: none"> <li>“A Good Retelling Includes...” chart, with plot icon added (see sample below)</li> <li>Story Map Reading Response (see sample below)</li> </ul>	<p><b>Mini-Lesson (whole group):</b> Teacher reminds the students that good readers pay attention to the characters and setting of a story and displays the “A Good Retelling Includes...” chart. Teacher explains that good readers also pay attention to the events of the story and include them when they talk about or retell the story. (Teacher may choose to explain events of the story as beginning, middle, end or problem/solution.) Teacher reads a piece of children’s literature to the class and engages students in an interactive read aloud, stopping where appropriate to discuss the important events. Teacher models completing a Reading Response using the text she has read to the class. Teacher may have additional teaching points based on the Reading Responses that were completed on Days 6 &amp; 7.</p> <p><b>Work Time (independent &amp; small group):</b> Children complete the Work Board tasks, including completing a Story Map Reading Response with a new book. The teacher may use this time to work with a student or small group of students. The teacher may also consider using this time to continue to have one student at a time read aloud to her as a “warm-up” for the Benchmark Assessment or begin administering the Benchmark Assessment.</p> <p><b>Debriefing (whole group):</b></p>

			Two or three students share about the important events they identified in the books that they read.
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**Notes:**

CC.2.RL.1 Ask and answer such questions as who, what, when, where, why and how to demonstrate understanding of key details in a text.

- what happened in the story.

(the plot)

1 - 2 - 3...



OR

- what happened in the story.  
(the plot)



problem



solution

Name \_\_\_\_\_ Date \_\_\_\_\_

### Story Map

Title \_\_\_\_\_



Characters



Setting





Characters

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Setting

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Problem

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Solution

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Mini-Lesson

Key Concepts

Resources

Procedures

<p><b>Day 9</b>  <b>Introducing Word Work</b>  <i>(This lesson will vary greatly depending on how you teach word work in your classroom. It may also be repeated each time a new kind of word work activity is introduced.)</i></p>	<ul style="list-style-type: none"> <li>• Good readers can build and take apart words.</li> <li>• Word Work is a Work Time activity with special procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Word Work icon for Work Board</li> <li>*Other resources <u>may</u> include: <ul style="list-style-type: none"> <li>• Magnetic letters</li> <li>• Make – Say – Check – Mix sheets (see sample below)</li> <li>• Look – Say – Cover – Write – Check sheets (see sample below)</li> <li>• Word Sorts</li> </ul> </li> </ul>	<p><b>Mini-Lesson (whole group):</b>  Teacher explains that good readers can build and take apart words.  Teacher introduces Word Work as a Work Time activity during which we practice this skill.  Teacher introduces the classroom procedures for Word Work which may include using magnetic letters to build words, completing word sorts, etc.  Teacher introduces the Work Board icon for Word Work.</p> <p><b>Work Time (independent &amp; small group):</b>  Children complete the Work Board tasks, including completing the Word Work activity.  The teacher may use this time to work with a student or small group of students. The teacher may also consider using this time to continue to have one student at a time read aloud to her as a “warm-up” for the Benchmark Assessment or begin administering the Benchmark Assessment.</p> <p><b>Debriefing (whole group):</b>  Children share their learning from the Word Work activity and reflect on their successes and/or challenges in following the procedures.</p>
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Notes:

Mini-Lesson	Key Concepts	Resources	Procedures
<p><b>Day 10</b> Fiction &amp; Nonfiction</p>	<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>Chart – Books We’ve Shared (list of books read aloud)</li><li>Fiction/Nonfiction Reading Response (see sample below)</li></ul>	<p><b>Mini-Lesson (whole group):</b> Teacher defines the genres of fiction and nonfiction and then asks students to identify the genre of each book on the chart: “Books We’ve Shared,” and explain their reasons. Teacher presents a response sheet for students to complete identifying their independent reading book as fiction or nonfiction.</p> <p><b>Work Time (independent &amp; small group):</b> Children complete the Work Board tasks, including completing the Fiction/Nonfiction Reading Response. The teacher may use this time to work with a student or small group of students. The teacher may also consider using this time to continue to have one student at a time read aloud to her as a “warm-up” for the Benchmark Assessment or begin administering the Benchmark Assessment.</p> <p><b>Debriefing (whole group):</b></p>

			Two or three students share their responses.
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Notes:

Name \_\_\_\_\_

Date \_\_\_\_\_

**Fiction or Nonfiction?**

Title: \_\_\_\_\_

This book was (circle one):    fiction    nonfiction

I know because...

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Mini-Lesson	Key Concepts	Resources	Procedures
<p style="text-align: center;"><b>Day 11</b> Keeping a Record of Our Independent Reading</p>	<ul style="list-style-type: none"> <li>· Good readers keep track of the books they have read.</li> </ul>	<ul style="list-style-type: none"> <li>· Reading Logs (see sample below)</li> <li>· Reading Folders (optional)</li> </ul>	<p><b>Mini-Lesson (whole group):</b> Teacher explains that good readers keep track of the books they have read and try to read a variety of different kinds of books. Teacher introduces the Reading Log as a way for students to keep track of the books they read during Independent Reading. Teacher models recording a book on the Reading Log.</p> <p><b>Work Time (independent &amp; small group):</b> Children complete the Work Board tasks and record the books they read during Independent Reading on their Reading Logs. The teacher may use this time to work with a student or small group of students. The teacher may also consider using this time to continue to have one student at a time read aloud to her as a “warm-up” for the Benchmark Assessment or begin administering the Benchmark Assessment.</p> <p><b>Debriefing (whole group):</b> Two or three students share the books they read during Independent Reading.</p>

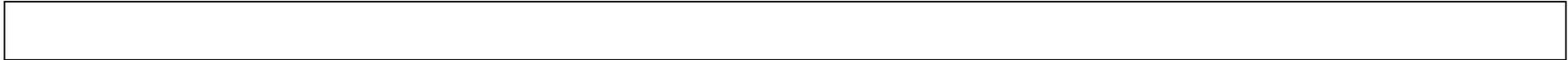
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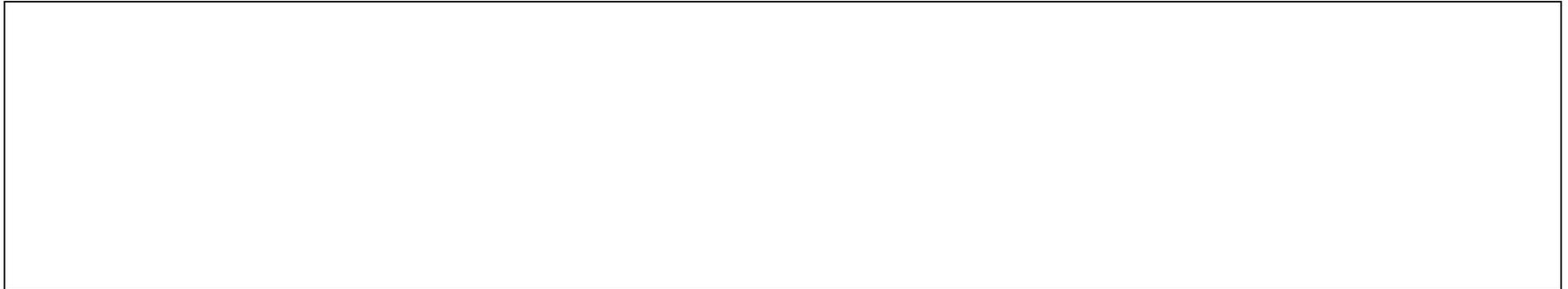
<b>Number</b>	<b>Title</b>	<b>Fiction (F) or Nonfiction (N)</b>	<b>Date Finished</b>

# Reading Log

Mini-Lesson	Key Concepts	Resources	Procedures
<p style="text-align: center;"><b>Day 12</b> Ways to Buddy Read “I Read, You Listen”</p> <p><b>*If the teacher is using Reading Workshop time to assess children’s reading with the Benchmark, she may wish to wait to introduce this and following lessons until the Benchmarks are complete.</b></p>	<ul style="list-style-type: none"> <li>• Buddy Reading is a time when we can share our reading with a classmate.</li> <li>• There are different ways to read with a buddy.</li> </ul>	<ul style="list-style-type: none"> <li>• “Ways to Buddy Read” chart (see sample picture for chart below)</li> <li>• Buddy Reading icon for Work Board</li> </ul>	<p><b>Mini-Lesson (whole group):</b> Teacher introduces Buddy Reading as a special time during the Reading Workshop when children can share their reading with a classmate. Teacher introduces the “Ways to Buddy Read” chart, explains, and may briefly demonstrate the first way to read with a buddy. *It’s important to emphasize that after one child reads and the other listens, the buddies need to switch roles. The importance of whisper reading must also be emphasized. If the teacher is assigning reading buddies, these assignments should be given out now.</p> <p><b>Work Time (independent &amp; small group):</b> Students complete the Work Board tasks, including Buddy Reading.</p> <p><b>Debriefing (whole group):</b> Students share about the books they listened to their buddies read and about how Buddy Reading went for them today.</p>
<p>Notes:</p>			



Mini-Lesson	Key Concepts	Resources	Procedures
<p data-bbox="107 500 365 727"><b>Day 13</b> Ways to Buddy Read “I Read. You Read.”</p> <p data-bbox="92 784 380 1203"><b>*If the teacher is using Reading Workshop time to assess children’s reading with the Benchmark, she may wish to wait to introduce this and following lessons until the Benchmarks are complete.</b></p>	<ul data-bbox="407 505 827 686" style="list-style-type: none"><li>• Buddy Reading is a time when we can share our reading with a classmate.</li><li>• There are different ways to read with a buddy.</li></ul>	<ul data-bbox="861 505 1178 686" style="list-style-type: none"><li>• “Ways to Buddy Read” chart (see sample picture for chart below)</li><li>• Buddy Reading icon for Work Board</li></ul>	<p data-bbox="1205 500 1976 673"><b>Mini-Lesson (whole group):</b> Teacher reviews the first way to read with a buddy. Teacher introduces, explains, and may briefly demonstrate the second way to read with a buddy. * The importance of whisper reading must be emphasized.</p> <p data-bbox="1205 714 1927 816"><b>Work Time (independent &amp; small group):</b> Students complete the Work Board tasks, including Buddy Reading.</p> <p data-bbox="1205 857 1976 959"><b>Debriefing (whole group):</b> Students share about the books they read with their buddy and about how Buddy Reading went for them today.</p>
<p data-bbox="92 1219 184 1243"><b>Notes:</b></p>			



Mini-Lesson	Key Concepts	Resources	Procedures
<p data-bbox="109 706 363 938"><b>Day 14</b> Ways to Buddy Read “We Read Together.”</p> <p data-bbox="94 992 380 1409"><b>*If the teacher is using Reading Workshop time to assess children’s reading with the Benchmark, she may wish to wait to introduce this and following lessons until the Benchmarks are complete.</b></p>	<ul data-bbox="407 716 825 894" style="list-style-type: none"> <li>• Buddy Reading is a time when we can share our reading with a classmate.</li> <li>• There are different ways to read with a buddy.</li> </ul>	<ul data-bbox="861 716 1178 1008" style="list-style-type: none"> <li>• “Ways to Buddy Read” chart (see sample picture for chart below)</li> <li>• Buddy Reading icon for Work Board</li> <li>• Double copies of books or books from guided reading lessons</li> </ul>	<p data-bbox="1205 706 1976 878"><b>Mini-Lesson (whole group):</b> Teacher reviews the first two ways of reading with a buddy. Teacher introduces, explains, and may briefly demonstrate the third way to read with a buddy. * The importance of whisper reading must be emphasized.</p> <p data-bbox="1205 919 1927 1024"><b>Work Time (independent &amp; small group):</b> Students complete the Work Board tasks, including Buddy Reading.</p> <p data-bbox="1205 1065 1976 1166"><b>Debriefing (whole group):</b> Students share about the books they read with their buddy and about how Buddy Reading went for them today.</p>

Notes:

