

Reader's and Writer's Workshop

The First 22 Days of School

Building Background Knowledge, Setting Goals, Practicing, and Establishing Expectations for Independent Reading & Writing



What do you call your independent work time? You know, the time when your kids work independently and you pull small groups of students to work with you? Well, in our class, we call that time “Reading and Writing Options.” Why? Because that is what it is, options for students to practice reading and writing! ☺

In this document you will find my Reader's **and** Writer's Workshop plans for the month of September. I've always used (as most teachers do!) the first month of school to establish expectations, introduce activities, and teach routines. Doing this gives my students time to practice being independent at a time that I NEED them to be independent. They are doing activities that they CAN do independently, because each activity is introduced and practiced, therefore students are not doing activities that are “new” to them, they are doing activities that are familiar to them. The Reading and Writing Workshop mini lessons provide students with the target skills for which they will be working to achieve. The mini lessons also provide students with opportunities to learn and practice the expected behaviors that are desired of proficient readers and writers. We continue to build knowledge and skills as the months of October through May unfold, through additional mini lessons that are taught over these months. Students are continually challenged to apply newly learned skills during their independent reading and writing time.




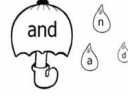


Why reading and writing and not science, math, or social studies? Well, in Kindergarten, 1st, and 2nd grades, I believe that students are learning to read and write, so that in 3rd, 4th, and 5th, they can read and write to learn. In other words, because my students are learning to read and write, they must PRACTICE reading and writing every day, and “Reading and Writing Options” gives them that opportunity!

You can read more information about “Reading and Writing Options” on my site, www.jmeacham.com.

Reader's and Writer's Workshop Mini Lesson Scope and Sequence:

Each day's mini lessons are listed below. To see the title of each mini lesson number, view page three of this document. To view the actual mini lesson, view the following documents (found on www.jmeacham.com):

- Reading Workshop Unit: FRONTLOADING
- Writer's Workshop Unit: ESTABLISHING ROUTINES
- Writer's Workshop Unit: NOTEBOOKS
- Writer's Workshop Unit: TOOLS
- Writer's Workshop Unit: PATTERN BOOKS & Q/A BOOKS

Day # →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
 Reading & Writing Frontloading	1, 2, 23, 24, 28, 29, 30, 31, 37	3, 4, 25, 31, 37	5, 6, 7, 26, 38	6, 8, 27, 38	6, 9, 17, 18, 37	10, 17, 19, 37	11, 37, 39	12, 14, 21, 22, 39	13, 15, 21, 22, 39	21, 35	15, 21, 34	20, 33	20, 32	20, 36	36	36	36	36	36	36	36	36	36
 Read to Self					1, 2, 3, 4, 5, 6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
 Read with Partner									1, 2, 3, 4, 5, 8	5, 7	5, 9	5, 6	5	5	5	5	5	5	5	5	5	5	5
 Word Work													1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	5, 13, 14, 15	5, 16, 17, 18	5, 19, 20	5, 21	5	5	5	5	5	
 Writing Table																		1, 2, 3, 4, 5, 6, 13, 14	5, 6, 7, 8, 9	5, 6, 10, 11, 12	5	5	
 Listen to Reading																					1, 2, 3, 4, 5, 6, 7, 8, 9	5, 10	

Mini Lesson Titles

(See my Reading and Writing Workshop Units for Further Information about These Mini Lessons)

Lesson ↓ #	 Reading & Writing Frontloading	 Read to Self	 Read with Partner	 Word Work	 Writing Table	 Listen to Reading
1	Who Reads	Establish Purpose	Establish Purpose	Establish Purpose	Establish Purpose	Establish Purpose
2	What Readers Read	Define It	Define It	Define It	Define It	Define It
3	When Readers Read	Model It	Model It	Model It	Model It	Model It
4	Where Readers Read	Chart Expectations	Chart Expectations	Chart Expectations	Chart Expectations	Chart Expectations
5	Why Readers Read	Practice It	Practice It	Practice It	Practice It	Practice It
6	Ways to Read a Book (3)	Cleaning Up	Choosing Partners	Choosing an Activity	What to Write About	Operating the FP3 Players
7	Reading Colors		Ways to Partner Read (4)	Managing Materials	• Letters	Managing the Materials
8	Reading Shapes		Who Reads First?	Cleaning Up	• Stories	Reading Along with the Book
9	Reading Letters		Cleaning Up	What are the Activities?	• Lists	Cleaning Up
10	Reading Numbers			• Spin a Word	• Books	RAZ Kids
11	Reading Names			• Cube Toss Word	• Cards	
12	Reading Signs			• Wikki Stix Words	• Postcards	
13	Reading Words			• Name Sort	Managing the Materials	
14	Voice Levels			• Spell Names/Words	Cleaning Up	
15	Handling Noisy Neighbors (2)			• Bottled Up Names		
16	Browsing Boxes			• Bottled Up Words		
17	Finding a Reading Spot (2)			• Salt Words/Names		
18	Three Reading Options			• Rainbow Names		
19	Practice Makes Perfect			• Bingo Dot Names		
20	Caring for Books			• Spell It 5x		
21	Libraries are Organized (~5)			• Word Puzzles (7)		
22	"Just Right" Books (2)					
23	Workshop Begins Where?					
24	Eyes & Ears Watch the Teacher					
25	Brains, Voices, & Hands Help					
26	Meeting with the Teacher (2)					
27	Sharing our Work					
28	Your Notebook Belongs to You					
29	Your Notebook Has a Home					
30	Parts of a Notebook					
31	Writing Tools					
32	Writing Letters					
33	Writing Cards					
34	Writing Postcards					
35	Writing Lists					
36	Writing Books (Pattern, Q/A)					
37	Writing Stories (5)					
38	What Can I Write About? (2)					
39	Spelling Strategies (3)					
40	6 Trait Fall Assessment					