The First 20 Days of School: Main Topics  
(Lessons Started the 2nd Day of School)

*Each day you should begin your lesson with a min-lesson to reiterate yesterday’s skill or strategy that was learned!* 

*Each day you read aloud you should be discussing who the illustrator is, author, text features, and genre!!*

*Each lesson has a bit of gradual release of responsibility. The structure of “I do, we do, you do” should be incorporated each and every time.

1. **Introduction of Book Baskets**
   - Have students help sort books
   - Develop proper book handling skills
   - Vocabulary: fragile
   - Model and practice how books should be put away (front cover’s should be shown at all times/not crooked)
   - Show students where to put broken/damaged books (Book Hospital)
   - Discuss Book Features (front cover, back cover, spine, etc.)
   - Anchor Chart: What We Read/Things We Read

2. **4 Square Anchor Chart: Why Do We Read?, What Do We Read?, Who Reads? Where We Read?**
   **PART 1: What We Read (This may take 2-3 Days)**
   - Read Aloud Option: The Best Book to Read by Debbie Bertram
   - Read Aloud Option: Charlie Cook’s Favorite Book: Julie Donaldson
   - Anchor Chart: What We Read
   - Students will bring in different examples of items they read (magazines, poems, invitations, bills, directions, books, tickets, cards, newspapers, signs, menus, etc.)
   - Briefly discuss why you chose it, how you feel about it, what you are learning, why it’s important to read it
   - Writing Connection: “My favorite thing to read is...because...”
   - *Continue Sorting More Book Bins Together*
   - Anchor Chart: “Who Reads...”

   **Part 2: Where We Read**
   - Read Aloud: The Best Place to Read by Debbie Bertram
   - Depending on the teacher, teachers can have students pick a “book nook” or spot in the room to do their independent reading
   - Anchor Chart: Where Good Readers Read
   - Writing Connection: “My favorite place to read is_____. I like it here because____.”
   - Discuss why students liked their particular reading spots. Most children will say because it’s quiet, calm, or comfortable. Establish this as your classrooms “norm” while independent reading
   - *Continue Sorting More Book Bins Together*
Part 3: Why We Read

- Read Aloud Option: Reading Makes You Feel Good by Todd Parr
- Read Aloud Option: Library Mouse by Daniel Kirk
- Read Aloud Option: Library Lion by Michelle Knudson
- Read Aloud Option: Bats at the Library by Brian Lives
- Anchor Chart: Why We Read

Some Answer May Include:

- For fun
- to become better thinkers
- to laugh
- to learn
- to get smart
- to help others
- to use your imagination
- to find new places

- Turn and Talk with students

3. Using the Classroom Library

- Explain to the students that they’ve worked so hard on organizing the library. It would be upsetting if we carelessly put away books or forgot where we got them.
- Materials: Students will have (teacher choice)
  - rulers with their name on it
  - long piece of laminated cardstock with their name on it
  - clothespin with their name on it

- Model choosing a book and placing your name/marker in the front of the book bin you choose from
- Give students a chance to utilize this system and independently read in their book nooks or seats, as well as returning their books properly
4. **What Do Good Readers Do When They Don’t Understand?**
   - Read Aloud: Reading Makes You Feel Good by Todd Parr
   - Anchor Chart: Decoding Strategies
     - Look at the Picture
     - Get Your Mouth Ready for the First Sound
     - Chunk Together the Sounds
     - Try a Different Vowel Sound
     - Think! Does it Look Right?
     - Think! Does Sound Right?
     - Think! Does it Make Sense?
     - Skip the Word, Go Back, & Re-Read
   - Model Reading Aloud a Big Book and demonstrating utilizing some of these techniques

5. **Book Shopping: Choosing a Just Right Book & The Five Finger Rule – Self Selecting a Text for Independent Reading**
   - Themes to choose from: Riding a Bike, Goldilocks, Food, Clothes, etc.
   - Good readers know how to choose “just right books”. They also can determine when a book is too easy or challenging also.
   - Anchor Charts: (Make 3) – Just Right, Easy, & Challenging
   - Challenging Characteristics:
     - There are a lot of words or pages
     - You have a hard time reading 5+ words
     - You don’t understand what is happening
     - You start to lose focus
     - You don’t enjoy your book
     - You feel frustrated, disappointed, confused, embarrassed, or upset
   - Just Right Characteristics:
     - You are enjoying yourself
     - You are reading comfortably
     - You have great fluency and flow
     - You understand everything (but have some interesting thoughts & questions too)
     - 5 or less – you’re not in a mess (5 finger rule)
     - You feel happy, excited, you laugh, you think about things, etc.
   - Easy Characteristics:
     - Not a lot of words or pages
     - You can read every single word
     - The letters and words are BIG
     - You COMPLETELY understand everything
     - You read quickly and easily
     - You feel bored, sleepy, tired, lazy, or have memorized this book
5 Finger Rule

- Find a book you like
- Open it up to any page
- Make a fist with your hand and read the page
- Put one finger up for every word you do NOT know
- When you get to the end of the page, count how many fingers you have up

0-1 Fingers: Too Easy
2-3 Fingers: Just Right
4 Fingers: A Little Hard
5 or More Fingers: Too Hard
• Model reading a simple Kindergarten book. You’ll read it smoothly, quickly, and accurately. Think aloud about how easy it was to read. Ask the students which kind of book they think it is. Then, read an intermediate level book — be sure to stumble over words, show poor fluency, and forget some parts of what you read during your retell. Think aloud on how difficult it was. Again, ask which book they think it is. Lastly, read an on-level/just right book modeling appropriate fluency, purposefully struggling with some words, demonstrating how to solve tricky words (decoding strategies), and understanding what you read. Think aloud for students and ask them which kind of book they think it is.
• Have students practice picking just right books – confer with students on their book selections and why they chose specific books.

6. **Abandoning Books**
• Explain to students that today we’ll be learning about what to do if a book doesn’t spark our interest the way we thought it would. Sometimes the books we chose simply aren’t “just right” books. Today we’re going to figure out what to do when that happens.
• Model – start reading a book that you thought would be a good fit. As you read aloud, struggle over the words. TRY using different decoding and/or comprehension strategies, but continue to show the students how you are unsuccessful in your attempts. Put the book down and tell your students that just can’t relax and read the book. Explain how you’re frustration is growing and you’re not quite understanding what you’ve just read. There’s far too many words, and the words you see are too difficult. Tell the students you are going to put that book back and try something different. Refer back to how to choose a just right book. Practice reading a few lines to show how your rate, fluency and rate has picked up.
• Active Engagement Options: Teacher can give out challenging books to students. Have them try to read the book and practice their decoding/comprehension strategies. Discuss which strategies were most helpful to them.
• Remind students that it’s ok to abandon a book! You can always STOP and try picking a new independent reading book.
• Create an Anchor Chart of “Why Good Readers Sometimes Abandon Books” or “Signs of Confusion”
  - It’s too challenging
  - You’re bored
  - It’s confusing
  - The beginning didn’t “hook” you or grab your attention
  - The words were tricky
  - It wasn’t the genre you thought it was
  - The characters were too scary, odd, strange, etc.
7. **Stamina and Focus (also, Continue Book Shopping/Independent Reading)**

- Discuss what the word “stamina” means. While we are independent reading, students should be reading and practicing reading for longer periods of time.
- As a class, set a goal for how long students believe they can read independently for.
- Redirect the students to practice choosing a just right book and reading for 3 minutes independently. After three minutes, create an anchor chart of what reading stamina and independent reading looked and sounded like in those 3 minutes.
- Read to Self (Anchor Chart): - Student responses will vary, but teacher can add:
  - Get Started Right Away
  - Stay in One Spot
  - Use a Quiet Reading Voice
  - Read the Whole Time
  - Use Your Reading Strategies
  - Think and Check for Understanding

8. **Fluency**

- Explain to the students that while they’re reading they should softly be practicing fluency.
- Fluency encompasses the following elements:
  - Accuracy (reading the words correctly)
  - Rate (not too fast, not too slow)
  - Expression (don’t sound like a robot, read the words smoothly and expressively the way the character would say it)
  - Punctuation (using intonation in your voice to match the punctuation)
- Students and teacher will practice fluency through reading Big Books together, Shared Reading Poetry/Posters, Songs, and/or “Fry Instant Phrases” to build momentum and flow throughout their reading.
- Teacher will model, and students will join, and try to apply to their independent reading.
- Free Fluency Posters: [https://docs.google.com/file/d/0B1Nqou3fOm91cVpORZ9teUdSdVdRQ3lGZDE5SEV3UQ/edit](https://docs.google.com/file/d/0B1Nqou3fOm91cVpORZ9teUdSdVdRQ3lGZDE5SEV3UQ/edit)
- Fry’s Phrases by grade level: [http://www.timrasinski.com/presentations/fry_600_instant_phrases.pdf](http://www.timrasinski.com/presentations/fry_600_instant_phrases.pdf)
**Accuracy**
Read the words right.

**Rate**
Not too fast and not too slow.

**Expression**
Don’t sound like a robot and read smoothly.

**Punctuation**
Use the punctuation when reading.

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**Awesome Expresser**

- Pay attention to . ? !
- Change your voice to match a character’s mood, feelings, and emotions.
- Read with expression!
- Read like you’re speaking.
- Make connections with their feelings.
- Don’t sound like a robot.

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**As a FLUENT reader...**

1. I pay close attention to **Accuracy**.
   - X I don’t eliminate words or word endings. (E.g., “don’t” instead of “do not”)
   - X I don’t add words where they don’t belong.

2. I read with appropriate **Expression**.
   - X I don’t sound like a robot.
   - ✓ I reign in the dramatic actor in me.

3. I read **smoothly** with careful regard to **Punctuation**.
   - ✓ I look for commas, dialogue, and emotion.
   - ✓ I look for bold or italics, or words to be emphasized.

4. I read with a natural **PACE**.
   - X I am NOT in a speed reading competition.
   - ✓ I sound like I’m having a natural conversation.

5. I COMPREHEND.
   - ✓ I am always checking what I’m reading.
   - ✓ I read to learn.
Turn & Talk/Think, Pair, Share

- Today’s lesson will revolve and purposeful Turn and Talks and discussing either parts of a story, giving a book recommendation, and/or sharing your thoughts on your comprehension and understanding of the story.
- Create an Anchor Chart of “How to Be a Reliable Partner”. Explain how partner conversations can help you become a better reader. The ideas that we share may get your brain to realize or think in a new way you haven’t done before.
- Teacher can choose their own saying/clap to stop class discussion time; some options include:
  - Tootsie roll, lollipop we were talking now we stop!
  - Bell/chime
  - Special Clap
  - “1, 2, 3, eyes on me”....”1, 2, eyes on you”
  - “Give me 5”
- Remind students that during this time it is time for meaningful discussions about the books they’re reading. At the beginning of the year, teachers can pose specific questions for the students so that they stay on track.
- Begin practicing Turn and Talks with simple questions that do not take long to confer about. As the year goes on, you can bulk up your questions and allow your students to talk more in-depth about specific questions you want to gear towards the class or give them freedom to talk about interesting things they learned about their books.
- Allow/remind students to complement each other on their discussions.
- As a whole group, students can tell the class about what they learned from their partner.
Teacher “Higher Order Thinking” (HOT) Questions

This poster can give you an idea of the gradual release of responsibility and level of difficulties of where to gear your questions as the year progresses.
10. **Making Predictions**

- Smart readers and thinkers often stop at certain points as they read. The author often likes to make us stop and make a prediction of what could happen next. Great readers can pick up on the author’s clues through the illustrations or text. These smart readers piece together those clues like a puzzle to help you think about what might or could happen next.

- **Create Anchor Chart: How Can We Talk & Write About Predictions**
  - I predict that...
  - I think...will happen because...
  - Because...happened, I bet...
  - I bet the character will...because...
  - Since...happened, I believe...

- Model, demonstrate, and think aloud on what an exemplar prediction would look and sound like.

- Students can practice turning and talking while making predictions.

- Give students time to practice the skill on their own.
11. **Learning About Different Genres of Reading (Switch Up Your Reading)**

- This lesson will be a running continuation throughout the year. Typically in the start of the year you will most likely start out with fiction and bridge your way towards non-fiction. As the year continues and they are introduced to new genres (Poetry, Mystery, Fantasy, Realistic Fiction, Science Fiction, Fairy Tale, Folktale, Non Fiction, Autobiography, Historical Fiction, Biography, Author Studies and/or Chapter Book Series)
- Model and describe to students the differences and characteristics between fiction and non-fiction books. Typically you want to create a clear visual for students to see that most nonfiction books have photographs. For example, you may want to show a “Froggy” book by Jonathan London (to show illustrations), a National Geographic Book, or even something by Gail Gibbons to show that nonfiction isn’t limited to photographs.
- Have students continue to sort book bins for the classroom library. Try having them sort between fiction and non-fiction books. Hold a discussion on some of the similarities or differences:
- Create an Anchor Chart that depicts the similarities and differences between fiction/nonfiction books
- Teachers Pay Teachers Posters for Primary & Intermediate ($6.00) - [http://www.teacherspayteachers.com/Product/24-Literature-Genre-Posters-278190](http://www.teacherspayteachers.com/Product/24-Literature-Genre-Posters-278190)
- Students can complete independently and sort: Fiction/NonFiction Sorting Cards - [https://docs.google.com/file/d/0BzbCKFC_6eP0SE52Wk9NdDZ0REk/edit](https://docs.google.com/file/d/0BzbCKFC_6eP0SE52Wk9NdDZ0REk/edit)
12. **Keeping a Record/Log of Your Reading Responses**

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<th>Name: ____________________________</th>
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**Reading Log**

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<th>Book:</th>
<th>Why do you think the author wrote this book?</th>
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<th>Minutes:</th>
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<tr>
<th>Book:</th>
<th>Make a prediction about what you think will happen in today's reading.</th>
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<tr>
<th>Book:</th>
<th>From today's reading, what were some nouns and verbs the author used?</th>
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<td>List at least three of each.</td>
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<th>nouns</th>
<th>verbs</th>
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<tr>
<th>Book:</th>
<th>Describe the most interesting part of today's reading...</th>
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<th>Minutes:</th>
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<tr>
<th>Book:</th>
<th>During today's reading, I could make a connection to:</th>
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<td>(circle one)</td>
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<tr>
<th>myself</th>
<th>the world</th>
<th>another book</th>
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<th>Explain:</th>
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<th>Minutes:</th>
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**Minutes Read**

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<tr>
<th>Parent's Signature</th>
<th>Child's Signature</th>
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13. **Responding to Literature: Comprehension Understanding: and Citing Evidence**

- Comprehension Skills/Strategies to Possibly Respond To:
  - Making Connections (to self, to text, to world)
  - Visualizing & Mental Images
  - Inferring
  - Vocabulary
  - Synthesizing Information
  - Non-Fiction Text Features
  - Authors Purpose
  - Main Idea & Details
  - Cause & Effect
  - Questioning
  - Predicting
  - Sequencing
It's easy as PIE!

**Persuade**
The author tries to convince you to believe something or think, act, and feel a certain way...
- commercials
- advertisements
- voting
- billboards

**Inform**
The author explains, gives directions, or tells information
- newspaper
- biography
- cookbook
- fiction
- mystery
- fantasy

**Entertain**
The author tells a story that you will enjoy
- poetry
- folktales
- fairy tales
- scary stories
Retelling

When retelling a story, tell about all of the important parts that happened. Always tell the story in order—starting with the beginning, middle, and ending.

Who is the main character? Can you name any minor characters?

Where were the characters? What was the setting?

What did the character want? What was their goal?

What was the problem? What was wrong or the matter?

How did the character solve the problem? What did they do to overcome the problem?

How did the story end? Can you name the story's theme or main idea?
<table>
<thead>
<tr>
<th>Non-Fiction Feature</th>
<th>What is it?</th>
<th>How it helps me</th>
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</thead>
<tbody>
<tr>
<td>Illustration</td>
<td>Illustrations are pictures that someone drew or painted. An illustrator created the picture.</td>
<td>It shows what something looks like.</td>
</tr>
<tr>
<td>Photograph</td>
<td>Photographs are pictures that were taken with a camera. A photographer took the picture.</td>
<td>It shows what something looks like in real life.</td>
</tr>
<tr>
<td>Close-up</td>
<td>A close-up is a picture that was taken with a camera. This photograph was zoomed-in with a special magnifying lens.</td>
<td>It helps you see details in something that is extremely small and tiny. You get to see things close-up.</td>
</tr>
<tr>
<td>Captions</td>
<td>Captions are the teeny tiny words near a photograph or illustration.</td>
<td>It gives you information or explains something about the picture.</td>
</tr>
<tr>
<td>Non-Fiction Feature</td>
<td>What is it?</td>
<td>How it helps me.</td>
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<td>--------------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>Labels</td>
<td>Labels are words that points to different parts of the picture.</td>
<td>It helps you understand the names of parts of something.</td>
</tr>
<tr>
<td>Maps</td>
<td>A picture that shows different parts of the world.</td>
<td>It helps the reader find where things are and live in the world.</td>
</tr>
<tr>
<td>Diagram</td>
<td>A very detailed picture. It usually has arrows or labels.</td>
<td>It helps you understand how something works.</td>
</tr>
<tr>
<td>Cutaway</td>
<td>A picture that looks as if someone cut it in half.</td>
<td>It shows what the inside of something looks like.</td>
</tr>
<tr>
<td>Non-Fiction Feature</td>
<td>What is it?</td>
<td>How it helps me...</td>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Comparison</td>
<td>It is a picture that shows 2 things so the reader can compare its size.</td>
<td>It helps the reader understand the size of objects.</td>
</tr>
<tr>
<td>Types of Print</td>
<td>Bold, Colorful italics</td>
<td>These types of words tell the reader that the information and vocabulary is important.</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>The table of contents is a list of chapters and page numbers.</td>
<td>When you use the table of contents you can easily find subjects or topics.</td>
</tr>
<tr>
<td>Glossary</td>
<td>The glossary explains tricky vocabulary and places the words in alphabetical order.</td>
<td>The glossary can help explain new vocabulary.</td>
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Main Idea

The **main idea** is what a story or passage is mainly/mostly about or if it has a common theme.

Details support and hold up the main idea. Details are facts or examples that tell the reader more information about the main idea.

Theme

The **theme** is the *message or lesson* that the author wants you to learn from the story.

Ask Yourself

What did the character learn?

How did the character grow or change?

Why did the character act this way?
Inferring Thinking Stems

- I infer...
- I think...
- This could be...
- It could mean...
  - I already know...
  - I can infer that...
- The picture shows...
- The words say/says...

Cause and Effect

Why something happens → What happened

Signal Words:
Because... as a result...
Then...
If...
Since...
So...
The Best Book Reviews Have:

- A strong summary (Include the theme, but don’t spoil the ending!)
- A personal opinion (Why do you like it? Story? Craft? Both?)
- A recommendation (Who else would like this book? Why?)
- Evidence from the text (This can be quotes or page numbers or both)
- Strong conventions (Double check your punctuation, capitalization, paragraphs, & spelling!)