

Suggested Mini-Lessons for Reading Workshop

Management Mini-Lessons

- Expectations, routines, and rules in reading workshop
- Goal-setting for reading
- Preparing the writer's notebooks and reading log sheets for each student.
- How to use the writer's notebook (how often and how long to write)
- How to use the reading log sheets to record books finished and books abandoned
- Using the classroom library
- Establishing a reading portfolio to show growth and goals as a reader
- Evaluation in reading workshop

Reading Mini-Lessons

- How to choose a "good" book (one that is both interesting and appropriate)
- How to know if you want to abandon a book, and what to do next
- Ways that readers might respond to a book
- Using sticky notes
- Recording responses in the writer's notebook (things to write about; what makes a response useful; evaluation of the writer's notebook entries)
- Modeling writer's notebook responses
- Readers' plans and how they change as we read
- Genre studies: what kinds of books do you like? Why?
- What to do when you don't understand something in a book
- Conventions of standardized tests and test questions
- Demonstrations of reading processes
- Comprehension strategies

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Literary Appreciation Mini-Lessons

- Oral reading of poems, short stories, sections from novels
- Book Talks about a new book in the class library (by the teacher or by a student)
- Ways to think about characters
- Ways to think about setting
- Ways to think about plot
- Noticing how authors use dialogue
- Narrators and ways to think about point of view
- Author studies: what authors have you enjoyed? Why?
- Author studies: background information about a particular author
- How authors use titles
- Looking at leads
- Prologues and epilogues
- Sequels, trilogies, and series books
- Ways to think about themes
- Publishing conventions
- Enjoying poems
- Sound and rhythm in poetry (alliteration, assonance, stresses, pauses, and meter)
- Poetic forms
- Figurative language (personification, simile, and metaphor)