

## Reading Workshop Lesson Planning Sheet

Lesson: Picking Out a Just Right Book  
 Date: October 16, 2008  
 Demonstration: W. Seger

School: Warner  
 Teacher: J. Stogner

Title of Text	Author	Grade
<i>A Weekend With Wendell</i>	Kevin Henkes	2 <sup>nd</sup>
<b>Purpose of the Lesson-</b> To introduce a strategy for selecting appropriate text		
<b>Focus Skill &amp; Objectives- Reading and Literature Strand</b>		
<p><i>7.7 Use letter-sound knowledge to decode written English: read aloud with fluency and comprehension at grade level.</i></p> <ul style="list-style-type: none"> <li>• <b>PROCESS-</b> Students will use their word recognition, fluency, schema, and comprehension of a text to aid them in choosing a book at their independent reading level.</li> <li>• <b>CONTENT-</b> Students will recognize that independently reading “just right” books is a way to get better at reading.</li> </ul>		
<b>CRAFTING</b>		
<b>CONNECTION:</b>		
<p>Make a <b>connection</b> to students’ previous learning; activate background knowledge</p> <p style="color: blue;">Have you ever gone shopping for shoes or clothes and you ended up without anything because they didn’t have your size? Did you ever get the wrong size and then you were uncomfortable?                      Picking out a book to read can be a little like shopping. If you don’t find the right book for you, reading is not something you want to do.</p>		
What?	Why?	How?
<p><b>It is important to read books</b> you <b>can</b> and <b>want</b> to read during independent reading. We call these “just right” books.</p>	<p><b>Readers get better</b> at reading when they read a lot. Reading is more enjoyable if you get to choose what you read. When you get better, you can read hard books for longer periods of time and understand more complex ideas.</p> <p style="text-align: center; color: red;">↙</p>	<p><b>By using a plan or strategy</b>, you can learn to pick books that fit you, that feel comfortable just like your clothes or shoes do when you buy the right size.</p>
Teach unfamiliar vocabulary		
<p><b>easy-</b> none of the words are new; done very quickly; little bored with the ideas</p>	<p><b>challenging-</b> several words are tricky or mysterious; reading is slow and choppy; have to reread because you are confused; take a lot of time and energy</p>	<p><b>“just right”....</b> (go on to chart)</p>
<b>Essential Question: How do readers pick a book that is just right for them?</b>		
<b>TEACHING POINT:</b> State the WILF		
<p>Good readers use a strategy to pick out a “just right” book.</p> <p style="color: blue;">Pretend that I am a 2<sup>nd</sup> grader; I want to show you a strategy I’m going to take to check out a book I’d like to read.                      First, I need a book that looks like something I want to read. Maybe I like pictures on the cover; it looks interesting; it’s the kind of book I like- narrative or informational; I need to find a book I’m interested in. Now I can use my strategy. It has four steps:</p>		

## First Lessons 6.15

Page	Reason for Pause	Steps of the Lesson
1- I know most of the <b>words</b> .	Read the first page; 5 word rule	1 Connect idea of fitting clothes/fitting a book 2 Explain what & why JR is better for ind rdg
2- I can read most of it <b>fluently</b> , like talking.	Read another page and check for speed and accuracy.	3 Explain other levels of reading: E, Ch 4 <b>Share essential question</b> 5 State WILF
3- I have some <b>schema</b> for it.	Talk about how you connect to this text.	6 Demonstrate strategy 7 Engage learners; turn & talk "what did you see me do?" 8 Practice with another student 9 Link strategy to ind practice to choose book
4- I <b>understand</b> most of it.	Talk about how it makes sense and your new learning.	10 Release students to select book; bring one back to share 11 Gather to hear from 2 or 3 students "Did the strategy work?"

**ACTIVE ENGAGEMENT:** model with think aloud stops; **TURN & TALK** stop

After demonstrating the 4 steps, have students turn& talk with buddy about what they saw me do.

**LINK** to connect new learning:

So, you've seen me show you the steps and you tried using the strategy for \_\_\_\_'s book. It is time to give you a chance to use the strategy yourself. Please find out if the strategy works. I need to know if it will help you.

1. Pick out a book that you think is interesting.
2. Check to see if it is a JR book for you using the strategy. You may work with a friend to make sure you are using the strategy.
3. Enjoy reading your book!
4. On a post-it, explain your thinking about the strategy. Did it work? What part will you have to really work at?
5. Bring one of your JR books over to the rug to share during reflection.

### COMPOSING MEANING

Children apply strategy to books from the baskets. Teacher will confer with students to assure they understand the process; pick not more than three students who could share how the strategy worked for them.

### REFLECTION

Go back to question...Did the strategy help us pick out a JR book? Did we figure out how good readers do it? Should we use it again? Have selected students share their findings.

### Materials

Chart paper (Anchor chart)  
Markers  
Post-its  
Can of pencils  
Text for modeling  
Icons for picking a "just right" book  
Bookmarks  
Baskets of book for students