Reading Instruction: THE FIRST 20 DAYS

The teacher's guide, teacher tools, and student tools you need to get your reading lessons rolling successfully!



BUZZING with Ms. B

IN THIS RESOURCE

The First 20 Days Guide

- A step-by-step guide to the first 20 days of reading.
- Pictures of anchor charts you can create with your students

Teacher Tools

- Library checklist
- Responding to reading sentence starters
- Sample reading responses (3)
- Cards for reading salad activity
- Mentor Book Lists: titles for reading and writing titles, and building community

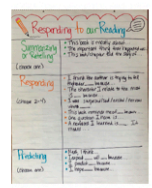
Student Tools

- Reader's notebook cover
- Meaningful book response sheet
- Reading survey
- Reading goals
- Fiction vs. nonfiction table
- Book Pass activity
- Books I'd like to read list
- Books I've read list

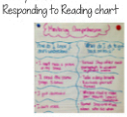
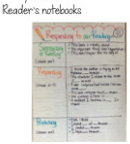
FIRST 20 DAYS OF READER'S WORKSHOP 3-5

Minlesson & Learning Target	Procedure	Materials
10. Have them use the sentence starters to share about their independent reading with a buddy. The student will notice their reading thoughts and begin to share their thinking orally.	1. Teacher introduces the idea of monitoring our comprehension: noticing our thoughts as we read and thinking about our thinking. Build just the top part of the anchor chart: Reading = thinking. 2. Teacher will introduce the Reading Salad. The reading salad is a hands-on way to show how readers interact with the text by thinking and responding to the text. The text is represented by pieces of green construction paper cut into rectangles. The thinking is represented by pieces of red construction paper cut into rectangles. Place a salad bowl in front of you along with the two stacks of colored construction paper. 3. Read aloud a mentor text, pausing to make your reading salad by adding green paper to the bowl when you read the text and red paper when you think aloud about your response. 4. Ask students to listen to a portion of the book read aloud, holding up a red piece of construction paper when they have a thought. 5. Have students share their thinking with a partner and then choose several students to share their thinking out to the whole class. Record some of their thoughts on the sticky notes and add them to the anchor chart. As students share their thinking, label the comprehension strategy by saying, "That's a great question!", "You've made a good prediction," etc. 6. Practice independent reading and building stamina. Have students add to their reading log if needed.	• Mentor text • Chart paper and markers • Sticky notes • Salad bowl • Construction paper cards: green for text and red for thoughts 
11. Monitoring our reading	1. Teacher reviews the idea of monitoring comprehension: noticing our reading thoughts, thinking [illegible] yesterday. 2. [illegible] model reading the first part and	• Mentor text • Chart paper and markers • Sticky notes

FIRST 20 DAYS OF READER'S WORKSHOP 3-5

Minlesson & Learning Target	Procedure	Materials
12. Sharing our reading with a reading buddy The student will use sentence starters to share about their reading with a reading buddy.	1. Teacher models this process with a a student who is willing to participate in a fishbowl setting (two people in the middle, all the other students all around.) 2. Teacher explains that readers share about their reading with other people. They might talk about what they read, how they reacted to it, and what they think might happen next. 3. Build chart of sentence starters that students can use to share about each part with their buddy. Only introduce the following sentence starters: • Summarization – The important things that happened in this book were... • Responding – choose 2-3 that are similar to the kinds of thoughts students were sharing during the reading salad activity from the past two days. • Predicting – Next, I predict... 4. Model sharing about some personal reading you have recently done OR if you have a read aloud students participated in, you can share about that. Use the sentence starters. 5. Have the student model using the sentence starters to share about their book. 6. Thank the student for modeling this lesson with you. 7. Practice independent reading and building stamina. Have students add to their reading log if needed. 8. Assign students their reading buddies. 9. Have them use the sentence starters to share about their independent reading. 10. Over time, add the other sentence starters to the chart.	• Student volunteer who will share about their reading • Chart paper and markers 
13. Monitoring our reading comprehension The student will begin recording some of their reading thoughts.	1. Teacher reviews the idea of monitoring comprehension: noticing our reading thoughts, thinking about our thinking. Refer back to anchor chart. 2. Read aloud the first part of a mentor text. Model writing about your thinking on sticky notes. Have some students share their responses to the class and stick the notes on the pages as you read. You can use the Responding to Reading chart to use the sentence starters as you write on the sticky notes, and add new starters to the chart. 3. Provide students with a sticky note for each student, or one sticky note for each pair of students if they need more support. Continue reading the mentor text. As you read aloud, have students try writing their thinking on the note and stick it [illegible] thought. Encourage them to use the sentence starters, eg 4. Set a purpose for independent reading to monitor their c 5. Provide each student with a sticky note. Practice independ recording a thought and sticking it on their page. Have stu 6. Have them use the sentence starters to share about the	• Mentor text • Chart paper and markers • Sticky notes • Reading response chart

FIRST 20 DAYS OF READER'S WORKSHOP 3-5

Minlesson & Learning Target	Procedure	Materials
14. Monitoring our reading comprehension The student will begin recording some of their reading thoughts.	1. Repeat lesson from yesterday with a different book.	• Mentor text • Chart paper and markers • Sticky notes • Reading response chart
15. Monitoring our reading comprehension The student will identify how to notice when they don't understand and what to do about it.	1. Repeat lesson from yesterday, recording your thoughts and sticking them on the page. 2. Tell students that, when you monitor your comprehension, sometimes you notice that you're not understanding, or that your thinking has strayed. 3. Build "How to get back on track" chart. 4. As you read aloud, model having the problems on the left side of the chart and model trying out the strategies on the right side of the chart to help you get back on track. 5. Provide students with two sticky notes for them to record their thinking. 6. Practice independent reading and building stamina, having students record a thought and stick it in their book. Have students add to their reading log if needed. 7. Have students share with a partner using the Responding to Reading chart.	• Mentor text • Chart paper and markers • Sticky notes • Responding to Reading chart 
16. Responding to reading in our notebooks The student will use their sticky notes to write a reading response	1. Model rereading your sticky notes from one of the lessons this week. 2. Use the sentence starters from "Responding to Reading" and the sticky notes to write a response structured in this order: Summary, Response, Prediction. (See sample response in the Teacher Tools file) 3. Set a purpose for independent reading to monitor their comprehension and record thoughts. 4. Provide each student with a few sticky notes. Practice independent reading and building stamina. Have students add to their reading log if needed. As students read, they need to [illegible] nce starters and the sticky notes to [illegible] notes from previous days if they're [illegible] reading buddy.	• Sticky notes • Chart: Responding to our Reading • Sticky notes • Reader's notebooks 

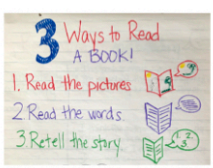
A 12-page guide complete with step by step directions and pictures of anchor charts

FIRST 20 DAYS OF READER'S WORKSHOP 3-5

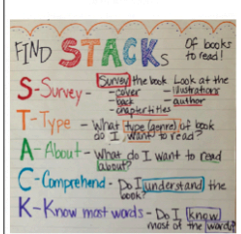
Minlesson & Learning Target	Procedure	Materials
17. Responding to reading in our notebooks The student will use their sticky notes to write a reading response and edit it.	1. Repeat yesterday's lesson with sticky notes from a diff[illegible] done together: work very well, as does your own person 2. Build the anchor chart: "Good writing makes sense", one [illegible] 3. Model using this chart to reread your writing to make a[illegible] edits. 4. Set a purpose for independent reading to monitor their 5. Provide each student with a few sticky notes. Practice in[illegible] stamina. Have students add to their reading log if needed. 6. Ask students to use the sentence starters and their sticky notes to write about their independent reading. They can use notes from previous days if they're reading the same book as well. 7. Have them apply the steps from the chart to edit their writing with a partner. 8. Have them share their written response with their reading buddy.	
18. Responding to reading in our notebooks The student will use their sticky notes to write a reading response and edit it.	1. Repeat yesterday's lesson to build good habits.	• Sticky notes • Chart: Responding to reading • Sticky notes • Reader's notebooks • Chart Good writing makes sense.

Minlesson & Learning Target	Procedure	Materials
	[illegible] nded up not wanting to finish. [illegible] k [illegible] ? When should we abandon a book? [illegible] cause we are choosing books that are good for us as readers. 6. Set a purpose for independent reading to monitor their comprehension and record thoughts. 7. Provide each student with a few sticky notes. Practice independent reading and building stamina. Have students add to their reading log if needed. 8. Have them use the sentence starters to write about their independent reading using the notes they wrote about their thinking. They can use notes from previous days if they're reading the same book as well. 9. Have them apply the steps from the chart to edit their writing. 10. Have them share their written response with their reading buddy.	• STACK chart • Book you didn't finish reading • Chart: Responding to reading • Sticky notes • Reader's notebooks • Chart Good writing makes sense.
20. Using STACK in the school library The student will apply the STACK strategy to books in the school library	1. Arrange a visit to the library with your librarian. Bring your STACK chart. 2. Have students use the STACK chart to make a good book choice in the library. 3. Ask students to share their selections with their reading buddy. 4. Practice independent reading. Have students record their books in their logs and use sticky notes to record their thinking & write a response. 5. Have them apply the steps from the chart to edit their writing. 6. Have them share their written response with their reading buddy.	• STACK chart • Chart: Responding to reading • Sticky notes • Reader's notebooks • Chart Good writing makes sense.
21 + Continuing to build reading habits and respond to reading using different strategies	• Teach students how to use different strategies during the read aloud and have them apply it to their independent reading. • Continue to practice using STACK to help students choose good fit books. This is ongoing. • Monitor students' reading responses in their notebooks. • Students need to continue to read and share about their reading. • Use reading conferences to ensure the students are choosing good books and monitoring their comprehension. • After about 6 weeks of practice, you can begin guided reading. • The sharing portion at the end of Reader's Workshop continues to be important.	

DAY 3: 3 WAYS TO READ A BOOK



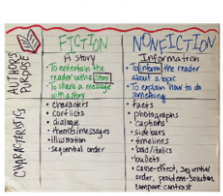
DAY 5: STACK



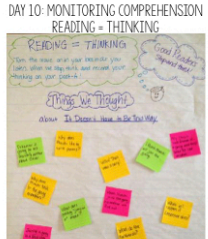
DAY 6: INDEPENDENT READING JUST THE EXPECTATIONS



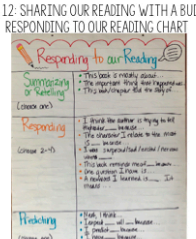
DAY 8: BOOK PASS - FICTION/NONFICTION



DAY 10: MONITORING COMPREHENSION READING = THINKING



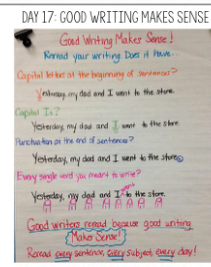
DAY 12: SHARING OUR READING WITH A BUDDY RESPONDING TO OUR READING CHART



DAY 15: HOW TO GET BACK ON TRACK



DAY 17: GOOD WRITING MAKES SENSE



©Krissy Redbird 2018 Sharing with Pic It

Teacher tools for teaching reading responses and how to use the library.



LIBRARY CHECKLIST

Do you have books that could go in these baskets?

FICTION

Realistic Fiction	Yep!
Fantasy Fiction	
Historical Fiction	
Science Fiction	
Mystery	
Humor	
Adventure	
Traditional Literature (myths, legends, tall tales, folk tales, fairy tales)	
Scary Stories	
Sports Stories	
Award Winners	
Popular Series (you can label each series individually)	

NONFICTION

Biography	Yep!
Space Books	
Animal Books	
History Books	
Earth Science Books	
Experiment Books/How-to/Procedural	
Interesting Places	
Sports	

Poetry	Yep!

©Chrissy Sullivan 2012. Buzzing with Ms. B

RESPONDING TO OUR READING

	Sentence starters
Summarizing or retelling	• The important things that happened in this book today were... • This book is mostly about... • The important thing that happened was... • This book/chapter told the story of...
Responding	• I was surprised/saddened/shocked/excited/ disappointed when... because.... • The character I like to read about the most is ___ because ... • The part of the story I liked the most was... because ... • I could visualize the part when... because... • I figured out that ... because ... • When I read ..., I knew ... • I think the author is trying to tell the reader ... because ... • A new word I learned is ___. It means... • This book reminds me of... because... • One thing I still don't know/understand is... • One question I have is...
Predicting	• Next, I think... • I expect ___ will ... because ... • I predict... because... • I hope ... because ... • The next time I read, I think ... because ...

©Chrissy Sullivan 2012. Buzzing with Ms. B

SAMPLE RESPONSES

Third Grade
Denny No-Pants by Judy Brumbridge

This book is mostly about Denny who lost his pants on picture day and didn't know what to do. He finally snuck in the back of the picture so just his head stuck up.

I was shocked when the Denny's pants got caught in the chain link fence behind the school because I didn't know what he was going to do! I think the author is trying to tell the reader that sometimes bad things happen, but most of the time it will be ok.

•This is a picture book so there is no prediction.

Fourth Grade
Thunder by Gerard Hummel

The important things that happened in this book were that Sarita was afraid of thunder. Her grandmother tried to help her feel better by cooking a special treat when it rained. Once the thunderstorm was over, Sarita wasn't afraid anymore.

The character I liked to read about the most was Sarita's grandmother because she reminded me of my own grandma. She always tried to make me feel better when I was upset. I could visualize the part where the grandmother scooped Sarita up into a big hug because the details helped me feel like I was getting a big hug.

I predict the next chapter will be about how Sarita helps her little brother stop being afraid of thunder, too, because now she is confident.

Fifth Grade
Wizarding Worlds by Federico Jacquez

This book is mostly about Janaan, who is a wizard. He's learning about how to cast spells and when it is ok for him to use the spells against his enemies. He also learned there is a price for magic.

The part of the story I liked the most was when Janaan's teacher, Mijil, showed him the rules for engagement. Janaan is only allowed to engage in a battle when there is no other choice. This book reminds me of my uncle because he likes to do card tricks, but he doesn't know how to do big magic tricks like Janaan.

I predict Janaan is going to misuse his magic, because that's what kids almost always do when they learn something new and exciting.

©Chrissy Sullivan 2012. Buzzing with Ms. B

Mentor text lists and cards for the "Reading Salad" activity.

CARDS FOR READING SALAD ACTIVITY: COPY ON RED PAPER

CARDS FOR READING SALAD ACTIVITY: COPY ON GREEN PAPER

Book	Book
Book	Book
Book	Book
Book	Book
Book	Book

hinking
hinking
hinking
hinking
hinking

©Chrissy Bellitori 2012. Buzzing with Ms. B

READING & WRITING BOOK LIST

Title	Author	Topic
The Word Collector	Peter H. Reynolds	Appreciating words
How to Read a Story	Kate Messner	Steps to reading a book
Waiting for the Biblioburro	Monica Brown	Access to books
The Quiet Place	Sarah Stewart	Finding a place to read
Thank You, Mr. Falker	Patricia Polacco	Reading struggles and challenges
Tomás and the Library Lady	Pat Mora	Access to books in the library
That Book Woman	Heather Hensen	Learning to read, access to books
The Plot Chickens	Mary Jane Auch	The writing process
Little Red Riding	Joan Holub	The writing process
Rocket Writes a Story	Tad Hills	The writing process
Nothing Ever Happens on 90th Street		Ideas for writing
Idea Jar	Adam Lehrhaupt	Ideas for writing
The Best Story	Eileen Spinelli	Tips for writing
How This Book Was Made	Mac Barnett	The writing process

©Chrissy Bellitori 2012. Buzzing with Ms. B

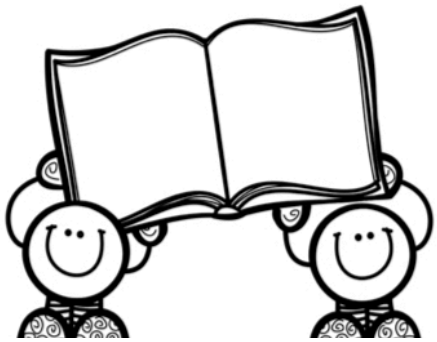
BUILDING COMMUNITY BOOK LIST

Title	Author	Topic
I Walk With Vanessa	Kerascoet	Being kind
Be Kind	Zietlow Miller	Being kind
Each Kindness	Jacqueline Woodson	Our actions affect others
Say Something!	Peter H. Reynolds	Sticking up for what is right
Wordy Birdy	Tammy Sauer	Being a good listener and paying attention
The Recess Queen	Alexis O'Neill	Bullying
The Good Egg	Jory John	Behavior and acceptance
All Are Welcome	Alexandra Penfold	Diversity and welcoming all people
The Most Magnificent Thing	Ashley Spires	Perseverance
The Day You Begin	Jacqueline Woodson	Feeling out of place in a new place
Stand Tall, Molly Lou Melon	Janan Cain	Believing in yourself
The Invisible Boy	Trudy Ludwig	Being considerate of other people
Fantastic, Elastic Brain	JoAnn Deak	Growth mindset
The Dot	Peter H. Reynolds	Believing you can do something

©Chrissy Bellitori 2012. Buzzing with Ms. B

READER'S NOTEBOOK

Name: _____



MY MEMORABLE BOOKS

Think about books that have been meaningful in your life. Illustrate the covers and explain why the books are memorable to you.

This book was memorable because...

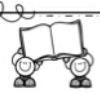
This book was memorable because...

This book was memorable because...

©2012 Buzzing with Mrs. B

Student reader's notebook pages for goal setting, sharing about memorable books, and telling about themselves as readers.

READING SURVEY



Think about how these statements make you feel. Put a checkmark in the right box.

Read the following statements	Great!	OK.	Don't care	Unhappy
Reading books at home.				
Reading books at school.				
Reading magazines.				
Reading comic books.				
Going to the library.				
Reading to my teacher.				
Reading with a buddy.				
Taking a reading test.				
Writing about my reading.				
Going to school.				

©2012 Buzzing with Mrs. B

MY READING GOALS

Think about what kinds of goals you'd like to set for your reading this year! Maybe you'd like to read 50 books, or read more nonfiction! Choose three things to record.

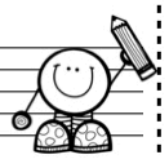
I will challenge myself this year by...





I will become a better reader by...

One change I will make this year is...



©2012 Buzzing with Mrs. B

FICTION VS. NONFICTION

Record the characteristics of each genre in the table

Fiction	Nonfiction

BOOK PASS

Choose a book from your basket. Record the title. Preview the front, back, and a few pages inside. Think about what the book is mostly about and write your observations. Then decide if this book is something you're interested in reading or not.

Title	Observations	Do I Want to Read This?

by Bolton 2012. Buzzing with Ms. B.

Fun activities for learning about the books in your library!

BOOKS I'D LIKE TO READ

Record books you'd like to read so you always have something to read n your STACK!

Title	Author	What's it about?

©Krissy Bolton 2012. Buzzing with Ms. B.

BOOKS I'VE READ

Record the books you've read. Draw a face to show how you felt about the book!

Date	Title	Author	How I felt about it

©Krissy Bolton 2012. Buzzing with Ms. B.

Terms of Use: Single License

You May...

- Use this product in your own classroom.
- Make enough copies for your own class.
- Direct others that would like to use this resource to my site to purchase and download it for themselves, OR purchase enough licenses for those who want to use it (available on site).
- Save this file to your personal or school computer.

You May Not...

- Benefit financially from this product, in whole, or in part.
- Copy or distribute this product for classrooms other than your own.
- Share this product with others (your entire team, school, district, etc.) without purchasing an extra license or directing them to my site to purchase it themselves.
- Post any part of this product file online for free or for sale, including shared drives or cloud services.

Each page of this document is copyright Chrissy Beltran, Buzzing with Ms. B. All rights reserved by author. This product is to be used by the original purchaser only. Copying for more than one teacher or classroom, or for an entire department, school, or school system is prohibited. This product may not be distributed or displayed digitally for public view, uploaded to school or district website, or distributed via email, or submitted to file sharing sites such as Amazon inspire. Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA). Intended for single classroom and personal use only.

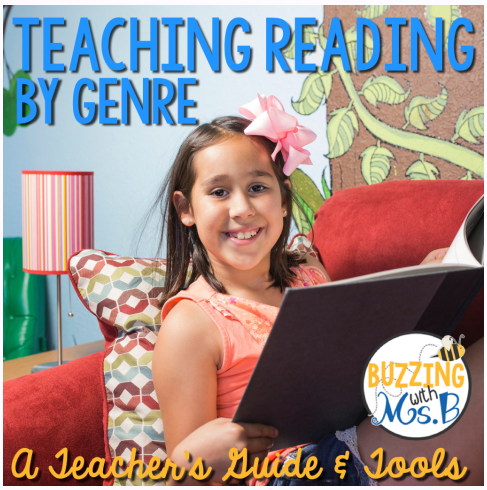
BUZZING with Ms. B

Other products you might enjoy!



Help your students remember their strategies and know when to use them! Reading Strategy Posters are great tools for comprehension!

https://bit.ly/2i2mzXd

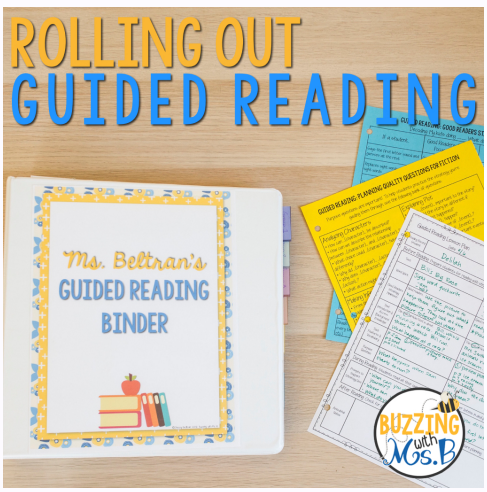


Teaching Reading by Genre: A year's worth of planning tools, lesson ideas, printables, and more!

http://bit.ly/1LPMVjb

Guided Reading is easier when you have these tools! Full of teacher tips, binder materials,

http://bit.ly/2mfl47Q



Get started with Reader's Workshop with this giant teacher's guide and resources!

http://bit.ly/1T9KRb4



BUZZING with Mrs.B



BUZZING with Ms.B

Thank you for downloading my resource! I hope it meets a need in your classroom and that your students are engaged in their learning! Follow my store for updates on new resources: Instructional Coaching, TEK-aligned resources, Book Units, Science Units, Writing Minilessons, Reading Skills and Strategy Instructional Tools and more!

Contact me at chrissy@buzzingwithmsb.com

Do you know how to earn free points toward TpT purchases? In your your TpT account, click "My Purchases". Then click "Provide Feedback". Each time you provide feedback, you'll earn points that you can use towards TpT items on your next purchase! Provide feedback and save money!

Follow me for updates!

Clipart, Frames, and Fonts provided by...