1. **Lesson Plan: Reading Letter**

 Grade Level: 6th Grade

 Length: 50-60 Minutes

**Objective:** Students will be able to write a letter to the teacher about a book they have read.

**Materials and Preparation:**

 -Example of reading letter for each student

 -A set of different colored markers for each student (blue, yellow, red, green purple, orange)

**Purpose:**

 Explore a question or topic in a the story using evidence from the text.

**Anticipatory Set:**

1. Ask the students about the book they are reading
2. Take a rough poll on what geres the students are reading
3. Introduce reading letter as a way to communicate with the teacher and other students about the books they are reading.
4. Tell students they are going to write this kind of letter

**Body:**

1.Teacher goes over format of a reading letter with whole class and include in writer’s notebook for review

* 1. Paragraph 1: Title, genre, author
	2. Paragraph 2: Summary
	3. Paragraph 3: Pick one idea and think about it
	4. Paragraph 4: Closing statement, question your reader, sign your name

2. Teacher hands out the example of reading letter to each student along with markers.

 3. Read the letter and have students underline each important part (as stated above) in the letter with an assigned color.
**Independent Practice**:

 Students will use the rest of class to plan their own letter about a book they are currently reading.

**Mini-Lesson: Summarizing**

Connection: Teacher will connect summarizing to the the reading letter format

Teaching Point: Teacher will tell the class that during this time students will learn important aspects of summarizing

Teaching/Demonstrate:

1. Teacher will read a short picture book to class
2. Make a t-chart one sectioned entitled What IS a Summary, one section entitled What is NOT a Summary
3. Have the class fill in the anchor chart

Engagement: Students will go back to their seat and with a partner, write a short summary about the shared story at the beginning of class.

**Mini-Lesson: Transition Words**

Connection: Teacher will connect the use of transition words to moving between paragraphs and sentences in the reading letter

Teaching point: Teacher will tell the class that during the lesson they will brainstorm strong transition words for use in writing.

Teaching/Demonstration:

 a.Show students how two sentences can be connected using transition words using sentences on long strips of paper and transition words on note cards.

 b. Display three new sentences on strips and three new transition words

 c. Have a volunteer put the new sentences together

 d. Discuss how using transition words can change the sentence

 e. Brainstorm strong transition words and make anchor chart with class

Engagement:

 Students will copy transition words from the anchor chart into the mini lesson section of their reader’s notebook.

**Mini-Lesson: Character Traits**

Connection: Teacher will connect the concept of character traits in literature to the use in reading letters

Teaching Point: Teacher will tell students that during this short lesson they will learn how to identify traits of the main character in a story.

Teaching/Demonstration:

1. Teacher reads a short picture book to the class such as, “Lilly’s Plastic Purse” or “Olivia”
2. Teacher stops at an illustration of the main character and asks the class to describe the *physical* characteristics of the main character
3. Teacher makes a list
4. Teacher continues reading aloud, when the story ends the teacher asks the class to describe the *emotional* characteristics of the main character.
5. Teacher makes a list

Engagement: Students return to work area and describes both the physical and emotional character traits of the main character in their individual reading novel in their reader’s notebook

**Lesson Plan: Rules of Reading Workshop**

Grade Level: 6

Length: 45-50 minutes

**Objective:** Students will remember and record Reading Workshop Rules

**Materials:**

-Large sheet of paper entitled “Rules of Reading Workshop” with the rules listed:

1. Be reading, or writing about your reading
2. Be still in the room unless you HAVE to move
3. Use a soft voice when talking (only if you HAVE to)
4. Interrupt only in extreme cases
5. READ TO BE A BETTER READER!

 -A handout for each student with the rules of the workshop with keywords missing

**Purpose:** Introduce students to the behavior expectations during reader’s workshop

**Anticipatory Set:**

1. Have one student come to the front and attempt to read a small passage aloud.
2. During the reading, students (who have been previously briefed) asks for the bathroom, tapps the pencil, flips the water bottle and talks to the neighbor.
3. When the student is done, ask the class if they noticed anything that could have gone better during that time, where they distracted and able to focus on the task at hand?
4. Ask the students if they have ever been really working hard on a project or assignment and they could not concentrate because of something happening around them.

**Body:**

1. Teacher introduces the “Rules of Reading Workshop” Anchor chart
2. Teacher hangs the chart where all students can see
3. Teacher and students discuss each point on the chart, teacher giving examples clarification and answering any questions.

**Independent practice:**

Teacher hands out copies of the “Rules of Reading Workshop” after the students fill in the missing blanks, they tape it into the front inside cover of their reading notebook.