



Community:

Creating a Culture and a Climate for Thinking

August 2003

Early September

- Build community.
- Establish trust.
- Create a literate working environment.
- Anchor lessons about reader's workshop.
- Set tone and establish procedures.
- Remain diligent and calm.
- Rigorous environments do not have to be restrictive.
- Gradual release of responsibility as students move towards small groups and independent reading.



Mini-Lessons Are:

15 to 20 minutes

The mini-lesson provides teachers with opportunities to think aloud and show how strategies are used to make sense of text.

Time to read, respond, and confer

45 to 50 minutes

Allows children to practice strategies in small groups, in pairs, and independently.

Gives teachers time to teach, learn, and see how children are applying what they've been taught.

Give children the gift of time, choice, response, community, and structure.

Mini-Lessons

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- ★ Book discussion (large group) regarding **BEHAVIOR** lessons on pages 19 and 20.
- ★ **BUILDING MUTUAL TRUST** discussion pages 21-23
- ★ **WHAT READERS DO & WHY** mini-lesson on pages 29-31
- ★ **Procedural mini lesson** page 32 (pencils)
- ★ **Reading and conferring** discussion pages 33-35
- ★ **Sharing** discussion 36-38 (procedure)
- ★ **Book selection** by children page 40
- ★ **Mini-lessons on pages 45 and 46:** *book talks, sticky notes, read-aloud, recommending charts, go looking together, pick one, conferring.*
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Mini-lessons on pages 29-31
Students make lists:

What do readers look like?

What do readers do?

Where do readers read?

Gradual Release of Responsibility:

1. Teacher modeling and explanation of strategy.
2. Guided practice, where teachers gradually give students more responsibility for task completion.
3. Independent practice accompanied by feedback.
4. Application of the strategy in real reading situations.

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