**Reading to Writing to Reading, K–2 Five-Day Lesson Plan**

(40–90 minutes each day in a reading/writing block lasting 90–150 minutes)

These plans capture the lessons you observed in the video clips. They meet minimum K–2 literacy requirements for most school districts. Some of you may decide to present the lessons as they are. Others will choose your own engaging text. Remember to consider your students’ interests, needs, and strengths.

**LEARNING GOALS**

Tell students this is what they will learn this week. You may want to write these goals on a chart or whiteboard and check them off at the end of each reading/writing block.

- Students will begin to:
  - Develop reading/writing ideas by listening to and discussing text.
  - Understand that they can read what they write and write about what they read.
  - Develop listening, speaking, oral language, and community-building skills by turning and talking, sharing, discussing, and participating.
  - Develop concepts about print: directionality (top to bottom, left to right), the difference between a letter and a word, and one-to-one matching.
  - Locate unknown and known words.
  - Develop phonemic awareness and phonics skills by using beginning sounds, ending sounds, and consonant sounds.

**ASSESSMENT/EVALUATING STUDENT WORK**

How will I know what students have learned?

- Samples of student writing/illustrations.
- Student oral responses.
- Anecdotal notes.
- My observations.
- Reading/writing conferences.
MATERIALS NEEDED

☐ Read-aloud book chosen from the suggested list.
☐ Sliding masks for framing known and unknown words.
☐ Word wall.
☐ Name wall with student names/pictures.
☐ Paper (samples of writing paper).
☐ Pencils, markers, or pens.

RESOURCES

- *Reading Essentials* and *Writing Essentials* by Regie Routman.
- Classroom library containing a variety of books in many genres at several levels for browsing and reading.
Reading Aloud

- Tell students to listen carefully to the story, because they will be writing their own book about why they love Saturday or Sunday after you finish reading.
- Tell students to pay attention to what they notice as you read the book to them.
- Start reading the book.
- Check for understanding as you go. For example, after the first two pages you might ask, “So what is going on in the story so far? What did you notice?”
- Make personal connections to the book. (Put the book down so kids know when you are thinking aloud and when you are reading the author’s words.)
- Make sure students understand new concepts and vocabulary (e.g., *piñata*).
- Ask students, “How many of you have grandparents? How many of you don’t have grandparents? Think about what is it that you like to do best on either Saturdays or Sundays. How many of you want our book to be *I Love Saturdays*? How many of you want it to be *I Love Sundays*? Let’s write about [whatever day most students pick].”

Independent Reading Practice

- Introduce your classroom library and invite students to browse. Comment on your students’ choices, interests, and behavior. Ask students to select one or two books that they might want to read or have someone read to them.

Reading Celebration

- Ask students to share with a partner why they chose their book(s). Listen to the conversations and select one or two students to model and share some of their book choices with the whole class.
- Let students know that good readers enjoy and love the books they select and that they will have time for independent reading practice every day.
Teacher Reflection/Notes/Comments

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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Samples of Your Own Students’ Work

(Perhaps start a notebook in which you keep your own plans, samples of students’ work [exemplars], class charts, resources you used, etc.)
Shared Writing: “We Love Saturdays”

- Decide with your students the title and content of the text. Think aloud as you write. In shared writing, you negotiate what you are going to write with your students but you are in charge of the writing and ultimately make the final decisions. For example: “Should we call it I Love or We Love? I think we should call it We Love. If we wanted to write Saturday, where could we find the word written down so we’d know how to spell it?”

- Write the title of the story on the chart.

- Model the form the book will take. Tell students what you like to do on Saturdays or Sundays. “This is what I do on . . . .” Think aloud and write your own sentence in front of your students. “What do you hear at the beginning? What do you hear at the end? I hear . . . .”

- State the purpose for writing so students know what to expect and remain engaged throughout the demonstrations. “Kids, the reason it is important to make sure you can see the chart is because this is how you are going to become a good reader and writer. We are going to be taking the story we write and turn it into a book. We want to make sure you all can read it.”

- Think aloud and model rereading. “Writers change their minds. We need a beginning. How do we want to start our book? Who has an idea? Do you have an idea?”

- Ask students to read with you as you go along. Ask students to add to the story until all students have had a chance to contribute.

Word Work

- Connect word work to the written text. Introduce a sliding mask and use it to locate known and unknown words:
  - “What is this word?”
  - “What are the two letters that make the /er/ sound?”
  - “What about this word, goes?”
  - “What about this word, we?”

Independent Writing Practice

- Introduce the writing journal/notebook if you have not already done so and ask students to date their paper.

- Explain the purpose for independent writing. Tell students that this is a time to write about the book you just read or to write about anything else that is important to them right now.
Observe students’ independent writing and write down what you notice. Use these observations to guide your focus for tomorrow’s shared writing.

Identify one or two students who are attempting to implement the learning goals you modeled in shared writing.

**Writing Celebration**

- Introduce students to the reader’s/writer’s chair or the area where kids will share and celebrate with you as a group. Tell students that everyone will have a chance to share their work, learning, thoughts, and ideas about reading or writing.
- Go over the learning goals for the day and congratulate the students who you noticed were implementing these goals.
- Check off the goals that you accomplished today. Ask kids to turn to the person next to them and tell about one or two things they did well today.
- Ask everyone to clap for one another. Say, “You’ve all done a great job.”

**Teacher Reflection/Notes/Comments**

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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**Samples of Your Own Students’ Work**

(Perhaps start a notebook in which you keep your own plans, samples of students’ work [exemplars], class charts, resources you used, etc.)
Shared Reading: “We Love Saturdays” Class Chart and Participation (Choral Reading)

- State the purpose for shared reading. For example: “We are going to read the story we wrote together, because getting good at reading this book will make us much better readers. I will need everyone to read with me.”

- Model one-to-one matching. Choral-read the class chart while you indicate each word with a pointer.

- Identify the purpose for creating the class chart. You might say: “This is going to help others learn about our class.”

- Write your sentence from the previous day in Spanish, and tell students they are writing a bilingual book.

- Comment on how the students have published their own bilingual book, and point out how kids used illustrations to tell about their writing.

Word Work

- Show kids how to find names on the name wall by matching them with the photographs.

- Tell kids that the purpose of the word wall is to use the words for reading and for writing.

- With the sliding mask find and locate the known word her on the class chart, clap and spell the word, h-e-r, and put the word on the word wall.

- Find and locate the word we and place it on the word wall. Tell kids that when they are reading and writing in their journals, they don’t need to sound out or try to spell those words because they are up on the word wall now and you expect them to check themselves and spell those words correctly.

Independent Reading Practice

- Invite students to browse and look through the books in your classroom library. Observe students’ choices, interests, and behavior.

- Have a conference with one or two students.

- Ask students to select one or two books that they want to read.

Reading Celebration

- Invite kids to share with a partner why they chose their book today. Continue to listen to the conversations and select one or two students to model and share some of their book choices with the whole class.

- Celebrate students whom you observed enjoying and loving the books they selected.
Teacher Reflection/Notes/Comments

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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Samples of Your Own Students’ Work

(Perhaps start a notebook in which you keep your own plans, samples of students’ work [exemplars], class charts, resources you used, etc.)
**Shared Reading**
- Reread the class shared writing chart “We Love Saturdays.”
- Tell students to read the words as you point to them so that everyone stays together (“eyes on my pointer”).

**Word Work**
- Use the sliding mask to find the known word *her* on the class chart. You might say, “How do we pronounce e-r? Find and locate sister.”
- Teach rimes (see Glossary on the website): “What is the word that rhymes with bike that is already on the word wall? Like. The only difference is one letter; the ike stays the same. Look at the word wall. There is color tape on the ike chunk so that you can figure out other words that have ike in them.”
- “Let’s put another word on the word wall. This is a word all first graders have to know—at. Let’s put highlighter tape on that word too, because if you know at, you know bat, cat, and sat.”

**Modeling Independent Writing (Differentiated Instruction)**
- Show some samples of student writing and turn their attention to writing and illustrating their individual stories.
- “The purpose of the book we wrote together was so that everyone could read it. You only wrote a little bit. Today you are going to add to your own story.”
- Tell kids to be thinking about what they can add to their own story as you model adding to yours.
- Think aloud and remind kids that all writers think before they write.
- Invite kids to help you hear the sounds in the words as you think aloud and write the sounds in the words. Model spacing, stretching out words, and writing known words. Date your paper.
- Go back and reread your story.
- Tell students it is time for them to add on to their story or write about anything else that is important to them right now.

**Student Independent Writing**
- Tell students what you expect them to do during independent writing: “Before you go off to write, I want to make sure you have an idea you want to add to your story.”
- Tell students to turn and tell their partner what they are going to add to their story.
Ask kids who need more help with ideas to remain with you while the rest go off to write and add details to their story. Help kids jot down key ideas on sticky notes to help them remember their idea.

Jot down your observations as you monitor students’ independent writing.

Use your observations to guide shared writing during the next class.

Identify one or two students who are attempting to master the learning goals you modeled in shared writing.

**Writing Celebration**

Invite the student(s) you identified during independent practice to sit by you in a whole-class public conference.

Celebrate the content of their writing.

Go over the learning goals for the day and point out the goals you noticed students attempting, such as hearing sounds in words (phonemic awareness), using the word wall words (*her, we, bike, like, goes*), rereading, one-to-one matching, illustrating, finding students’ names on the name wall by looking at the accompanying photographs.

Check off the goals you accomplished. Ask kids to tell the person next to them about one or two things they did well today.

**Teacher Reflection/Notes/Comments**

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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**Samples of Your Own Students’ Work**

(Perhaps start a notebook in which you keep your own plans, samples of students’ work [exemplars], class charts, resources you used, etc.)
**Shared Reading**
- Reread the class shared writing chart “We Love Saturdays.”
- Tell students to read the words as you point to them so that everyone stays together (“eyes on my pointer”).

**Word Work**
- Use the sliding mask to find the known word *at* on the class chart. You might say: “Yesterday we added a word to the word wall that all first graders have to know—at. We put highlighter tape on that word, because if you know *at* you know many other words. Let’s make a class chart of *at* words.” List student responses (*bat, cat, sat*, etc.) on a chart placed where everyone can see it. Ask students to look for other *at* words as they read and write today.

**Modeling Independent Writing**
- Show samples of student writing and turn students’ attention to their writing and illustrations.
- Tell kids to think about what they can add to their own story as you model adding more to yours.
- Think aloud and remind students that all writers think before they write.
- Invite kids to help you hear the sounds in the words you want to use and write the sounds in the words.
- Model spacing, stretching out words, and writing known words. Date your paper.
- Go back and reread the story.

**Student Independent Writing**
- Tell students it is time for them to add to their story or to write about anything else that is important to them right now: “Today you are going to add even more to your story, finish it, and illustrate your story.”
- Remind students what you expect them to do during independent writing: “Before you go off to write, I want to make sure you have an idea you want to add to your story.”
- Tell students to tell their partner what they are going to add to their story.
- Ask kids who need more help with ideas to remain with you while the rest of the kids go off to write and add details to their stories.
- Have kids jot down key ideas on sticky notes in order to remember them.
- Write down your observations as you monitor students’ independent writing.
- Identify one or two students who are attempting to master the learning goals you modeled in shared writing.
- Collect student stories and collate them into a class book for shared and independent reading.

**Writing Celebration**

- Invite the student(s) you identified during independent practice to sit by you in a whole-class public conference.
- Celebrate the content of their writing.
- Go over the learning goals for the day and point out the students who mastered them, like hearing sounds in words, using the word wall words (*her, we, bike, like, goes, at*), rereading, one-to-one matching, illustrating, and finding students’ names on the name wall by looking at the accompanying photographs.
- Check off the goals that you accomplished. Ask kids to tell the person next to them about one or two things that they did well during reading and writing workshop today.

**Teacher Reflection/Notes/Comments**

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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