

## Class: Gr. 4-5

# Getting Started Lesson 1

CCSS.ELA–LITERACY: RI.1.1, RI.1.4, RI.2.1, RI.2.4, RI.3.1, RI.3.4, RI.4.1, RI.4.4, RI.5.1, RI.5.4, SL.1.1A, SL.1.1B, SL.1.1C, SL.2.1A, SL.2.1B, SL.2.1C, SL.3.1A, SL.3.1B, SL.3.1C, SL.4.1A, SL.4.1B, SL.4.1C, SL.5.1A, SL.5.1B, SL.5.1C, L.3.6, L.4.6, L.5.6

**Success Criteria:** I am successful when I understand how Read 180 can help me work on my reading challenges.

Your first days and weeks of *READ 180* are a critical time to build community, establish classroom routines and procedures, and communicate high expectations to your students. Use the lessons in *Getting Started* to set the tone for your classroom and engage students in thinking about their mindsets, goals, and what they hope to gain from *READ 180*.

**Background Knowledge**—In today’s lesson, introduce students to the central ideas of the Workshop and the story of one former *READ 180* student, Chee Nou Yang. Connect Chee’s struggles with students’ experiences, acknowledging that some aspects of reading and writing can seem challenging.

**Routines and Procedures**—In this lesson, practice the Modeled Fluent Reading routine. In *READ 180*, the Building Fluency routines provide various levels of support as students read a variety of texts multiple times. Lessons in the Teacher’s Edition recommend a scaffolded reading routine based on the challenge of a given text and the text type. Modeled Fluent Reading begins with an active reading question or task.

*Real Book* pp. 8–9

Blended Learning Model poster

READ 180 Welcome Letter

## Tips for Supporting Reading at Home

## FAMILY ENGAGEMENT

Send students home with the [READ 180 Welcome Letter](#) and [Tips for Supporting Reading at Home](#).

Set up a social media account or website for your class. Communicate to families and caregivers that they can use these sources to receive frequent updates on what is happening each day. Be sure to follow school and district rules for online sharing.

Use a messaging app to reach families and caregivers on their mobile phones. These apps provide a code that allows you to send messages. Tell students that we learn most by teaching others. *Teaching someone else is a strong way to further develop your own knowledge.*

## OBJECTIVES

### Primary Goals

- **Literacy Goal:** Identify and record personal reading challenges.
- **Academic Community Goal:** Preview the *READ 180* rotations and *ReaL Book* topics.

## WHOLE GROUP

## SHARE TODAY'S GOALS

### Primary Goals

Introduce the Literacy and Academic Community Goals. *Welcome to READ 180! Today, we will learn about how READ 180 works to help you become stronger readers and writers.*



**Literacy Goal:** Identify and record personal reading challenges.



**Academic Community Goal:** Preview the *READ 180* rotations and *ReaL Book* topics.

## ENGAGE

### Introduce *READ 180*

Introduce students to the *ReaL Book*. *The main book you'll be using in this class is your ReaL Book. It contains six Workshops full of fascinating texts, questions, and ideas.*

- Distribute copies of the *ReaL Book* to students and have them write their names on the front or inside cover. *This is your ReaL Book, which you will use every day to read, write, and react. The "R" stands for reading and the "L" stands for language and literacy.*
- Consider using "Welcome to the *ReaL Book*" (pp. 6–7) to get students excited about the Workshop topics. You may wish to have students complete the items during this session or have them complete each item before the corresponding Workshop. After reviewing the item for each Workshop topic, explain to students that these are the topics they will learn more about. *There are so many interesting topics to explore! Let's look again at the*

*item related to each topic and see if we can determine what we'll be reading about in each Workshop.*

Introduce students to the **READ 180** instructional model. *READ 180 is made to help you all become stronger readers and writers, teaching you the skills you need for success in your other classes and in life outside of school. In this class, we will set goals and work hard to reach them together.*

- Use the Blended Learning Model poster to discuss each of the stations and how student groups will rotate. Students can remain seated as you walk from one area of the classroom to the next, explaining each part of the rotation. *We'll begin each READ 180 lesson as a whole group, as we are right now. On most days, we'll break into three small groups and rotate to three different stations. You will spend time using the Student App, reading a READ 180 paperback or eBook independently, and working with me and some of your classmates in a small group. At the end of each session, we'll come back together as a whole group to wrap up and reflect on our learning from the day.*
- Explain whole-group days, pointing out that this Workshop begins with several lessons that are entirely Whole Group so that you can build community and establish classroom procedures. *Some days, we will stay together as a whole group. Over the next few days, we'll spend time building the classroom community and learning procedures as a whole group. We'll get to know one another and set ourselves up for success in the coming year.*

**Adapt Procedures** Set aside time during the Getting Started lessons to introduce and practice basic classroom procedures so that students can focus on learning in later lessons. For example, give clear directions for storing and retrieving student *Real Books*.

## COLLABORATE

### Set Up the Workshop

Preview the Workshop overview (p. 8). *Every Workshop in READ 180 begins with images. Let's think about what the images on these pages show.*

- Read aloud the Getting Started topics in the left column. *This Getting Started Workshop focuses on setting up our class for a successful year. During this Workshop, you'll think about yourself as a learner, set goals, and explore topics in READ 180.*
- Draw students' attention to the graphics and text. Point out the graphics for Mindset, Goals, and Your *READ 180*. *The pages in this Workshop have these graphics in the corners to show you the focus of each lesson.*
- Direct students' attention to the collage of images about Chee Nou and read aloud the caption on page 8. *Chee Nou Yang was a student in a READ 180 class, too. What do these images tell you about him?*
- Model how to use the frames to discuss images. Point out that the frames are partial sentences that students must complete. *The words in the first frame tell me I need to provide information about the image. I notice an image of a globe behind Chee Nou. This image tells me that Chee Nou came from another part of the world.*
- Have partners collaborate to discuss responses before sharing with the whole group. Assign partners, telling each student whether they are Partner A or Partner B. *Now you'll work with a partner. Partner A will begin by sharing what they noticed, and Partner B will listen*

*attentively. Then you'll switch.* Display the questions and response frames below. As you listen, help students respond to their partner's comments (e.g., "Partner A, do you have anything to add on to what Partner B said?").



**I notice an image of \_\_\_\_\_.**



**This image tells me that \_\_\_\_\_.**

- Structure sharing by facilitating a class discussion where several students share their responses. You may choose to call on students whose discussions you listened to or other students whose responses you have not yet heard. Encourage students to use a nonverbal signal, such as thumbs up or silent snapping, to express agreement with the speaker.

## Read and React

Read aloud the text about Chee Nou's *READ 180* experience.

- Assign an active reading task. *When I read aloud, listen carefully and be prepared to tell about one challenge that Chee Nou faced. A challenge is something that is not easy, especially something that tests you.*



**What is one challenge that Chee Nou faced?**

- Ask students to follow along in the *ReaL Book* as you read aloud the text on page 9 using **Modeled Fluent Reading**. *As I read the text aloud, notice how I read in the same way that I normally talk. That is fluent reading.*

Identify and record reading challenges.

- Partner students to discuss responses to the active reading task. *You'll work with a partner again to talk about your responses to the question about the challenges that Chee Nou faced. Remember to listen attentively while your partner is sharing.*



**(One/Another) challenge that Chee Nou faced was \_\_\_\_\_.** (e.g., he didn't speak English when he came to America; he had trouble reading and writing; learning)

- Have partners decide on three challenges to record on page 9. *Chee Nou faced several challenges. Work with your partner to find and record three challenges he faced.*
- Relate the text to students' experiences with reading. *Chee Nou had challenges with reading. Now think about what is challenging—or hard—about reading for you.*
- Ask students to record their own challenges and acknowledge that challenges are part of the learning process. *Together, we are going to tackle your reading challenges. Along the way, we'll make mistakes and learn from them.*

**Anticipate Challenges** Point out to students that some of the words in the lessons may be difficult or unfamiliar to them. Explain that they will learn about most of these words in the upcoming Workshops. Then explain other key vocabulary, such as: *transition* (a change from one form, condition, or place to another), *curious* (wanting to know about something), and *honors student* (a student who always gets the highest grades).

WHOLE GROUP

**Small Group Instruction: Teacher will introduce students to the skill of drawing conclusions from a non-fiction text using an interactive PowerPoint. Please see small group plans for more information.**

## WRAP UP

### Reflect

Guide students to share their responses to the Wrap Up question with a partner.



**What is one part of *READ 180* that you think you will enjoy?**



**I think I will enjoy \_\_\_\_\_ because \_\_\_\_\_.**