

Launching the Reading Workshop

Independent Reading

Kindergarten

Current research and best practices indicate that establishing routines and procedures is the key to managing independent reading in a reading workshop. The lessons you teach in the first weeks of school will play an important role in establishing the instructional time of a well organized and productive classroom for students to be able to read independently for a period of time each day. Research clearly states that in order for you to get better at something, you have to practice. This is true of reading as well. The following mini-lessons have been used in establishing reading workshop in Kindergarten. The sequence and length of time for each mini-lesson will be guided by the needs of your students. These are merely suggested lessons and should be adapted accordingly to grade level and class. These mini-lessons are based on the works of Kathy Collins in her book Growing Readers.

Teacher needs to take pictures throughout workshop to be used on Day 15 of unit.

Unit Study: Getting the Workshop Started	
Who Am I As A Reader?	
KEY CONCEPTS	
*Readers read for a variety of purposes	
*Readers read a variety of books	
Mini-lesson	Components of Lesson
Day 1 Sharing My Favorite Book	<p>* Mini- lesson Teacher brings in favorite book and reads to class. Teacher shares memories about book. Children talk about books they have at home. Send note home for students to bring favorite book the next day. Teacher shows baskets and models how to look at books and return to baskets.</p> <p>* Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats.</p> <p>* Debrief/Share Students share notices about book baskets.</p>

<p>Day 2</p> <p>Sharing Our Favorite Books</p>	<p>* Mini- lesson Students sit in circle and observe books and discuss similarities and differences. Allow students to share favorite book and tell why it is special to them as a reader (partners or whole group). Review book handling and book browsing procedures.</p> <p>* Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats.</p> <p>* Debrief/Share Students share notices about book baskets.</p>
<p>Day 3</p> <p>Favorite Reading Memories</p>	<p>*Mini- lesson Teacher sketches picture of self reading in his/her favorite place or favorite reading memory.</p> <p>*Independent Student Work Time Students share favorite reading memory with a partner. Students make sketch of reading memory and then browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats.</p> <p>*Debrief/Share Students share sketches or notices about books.</p>
<p>Day 4</p> <p>Who Am I As A Reader?</p>	<p>*Mini- lesson Class chart- What Things Do We Read Everyday? What Do We See Others Reading? Tell students that while reading today, they are to think about the books that interest them as a reader.</p> <p>*Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats.</p> <p>*Debrief/Share Students share notices about their reading notices and encourage children to interview parents at home about their reading habits/interests.</p>
<p>Day 5</p> <p>What does Reader's Workshop Look Like?</p>	<p>*Mini- lesson Explain components of a workshop:</p> <ul style="list-style-type: none"> • Mini-lesson: a short time when the teacher teaches a specific skill • Independent student work time: students read and practice what was taught in mini-lesson • Debrief/Share time: teacher and selected students come back and share their notices and discoveries <p>*Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats.</p>

	<i>*Debrief/Share</i> Students share notices about book baskets.
<p align="center">Making our Classroom a Good Place to Read</p> <p align="center"><i>KEY CONCEPTS</i></p> <p align="center"><i>*Classroom library set-up and procedures</i></p> <p align="center"><i>Teacher note- For teachers who want to involve students in the library set-up, this phase of the unit offers the perfect opportunity.</i></p> <p align="center"><i>*Readers learn how to take care of books</i></p>	
Mini-lesson	Components of Lesson
<p>Day 6</p> <p>Being a Good Reader</p>	<p><i>*Mini- lesson</i> Teacher discusses things we need to be a good reader: (quiet, cozy place, time to read alone, partner read) Make chart: What We Need to Be Good Readers. Teacher reminds students that while reading they are to use good habits and good voice level.</p> <p><i>*Independent Student Work Time</i></p> <p>Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats.</p> <p><i>*Debrief/Share</i> Students share notices about books and what they noticed about good reading habits.</p>
<p>Day 7</p> <p>Being a Good Reader</p>	<p><i>*Mini- lesson</i> Revisit list from previous day about good readers. Model going to reading spot quietly and quickly.</p> <p><i>*Independent Student Work Time</i></p> <p>Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats</p> <p><i>*make note of good reading habits.</i></p> <p><i>*Debrief/Share</i> Students share notices about books and what they noticed about good reading habits.</p>
<p>Day 8</p> <p>Taking Care of Books</p> <p>Parts of Book (this lesson will differ based on grade level)</p>	<p><i>*Mini- lesson</i> Model putting books away in baskets (right side up, facing forward)</p> <p>Students practice putting books away. Review parts of book and how to hold book properly.</p> <p><i>*Independent Student Work Time</i></p> <p>Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats</p> <p><i>*make note of students putting books away properly.</i></p> <p><i>*Debrief/Share</i> Teacher shares notices about books - compliment or fix books in baskets.</p>

Day 9 Conferences	<p>*Mini- lesson Teacher discusses what a reading conference is and why it is important. Model conference with student and ask what they notice and discuss findings. Students turn and talk to partner about their job during conferences. Discuss interruptions and "Try not to interrupt".</p> <p>*Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats. Make note of interruptions to share with next days mini-lessons.</p> <p>*Debrief/Share Selected students share about teacher conference.</p>
Day 10 Conferences	<p>*Mini- lesson Chart: Helping Ourselves to Not Interrupt During Conferences (list strategies for dealing with situations such as: bathroom, tissue, drinks, emergencies)</p> <p>*Independent Student Work Time Students browse book baskets from classroom library for 5-15 minutes (depending on grade level) at individual seats</p> <p>*Debrief/Share Teacher shares notices and gives compliments and reminders</p>
<p align="center">Staying Focused on Reading <i>KEY CONCEPTS</i> *Importance of Re-reading *Staying focused on reading</p>	
Mini-lesson	Components of Lesson
Day 11 Ways to read and explore books	<p>*Mini- lesson Chart: Ways to Read a Book 1) Pictures 2) Words 3) Retell a familiar story in your own words Teacher models the different ways of 'reading' as described above.</p> <p>*Independent Student Work Time Students browse book baskets from classroom library for 10-20 minutes (depending on grade level) at individual seats</p> <p>*Debrief/Share Teacher reviews different ways we read. Introduce future concept of 'just right' books.</p>

<p>Day 12</p> <p>Readers interact with the story</p>	<p>*Mini- lesson Through a read aloud, teacher models using different voices of characters or type of book (spooky, loud, quiet, song) Remind students to try using different voices while reading</p> <p>*Independent Student Work Time Students browse book baskets from classroom library for 10-20 minutes (depending on grade level) at individual seats</p> <p>*Debrief/Share Selected students share voices used when reading.</p>
<p>Day 13</p> <p>Readers are reminded of things when they read. (connections)</p> <p><i>Teacher note- this is a very brief introduction to making connections which is taught in a future unit</i></p>	<p>*Mini- lesson Teacher tells students that as we read it reminds us of other things. Teacher models concept using a previous read aloud. Teacher reminds students to notice connections.</p> <p>*Independent Student Work Time Students browse book baskets from classroom library for 10-20 minutes (depending on grade level) at individual seats</p> <p>*Debrief/Share Selected students share connections they made while reading.</p>
<p>Day 14</p> <p>What Readers Do When They Finish a Book</p> <p><i>Teacher note- This mini-lesson will be revisited throughout the year.</i></p>	<p>*Mini- lesson Teacher demonstrates some of the inappropriate behaviors she has seen in her classroom (flipping through books too quickly, not attempting to read, daydreaming, etc) Chart: What Readers Do When They Finish a Book</p> <ul style="list-style-type: none"> • Reread • Look closely at pictures • Reread it with different voices • Make connections <p>*Independent Student Work Time Students browse book baskets from classroom library for 10-20 minutes (depending on grade level) at individual seats</p> <p>*Debrief/Share Teacher compliments behaviors noticed.</p>

Day 15 Celebration	<p>*Mini- lesson Teacher reviews previous charts. Teacher and/or students create and sign a Reading Contract. (example provided)</p> <p>*Independent Student Work Time Students browse book baskets from classroom library for 10-20 minutes (depending on grade level) at individual seats. Students receive individual book baskets.</p> <p>*Debrief/Share Share pictures taken during workshop of desired reading behaviors.</p>
---------------------------	--

Readers Choose 'Just Right' Books

Key Concepts

***Readers choose books that are 'just right' books that support their growth in reading.**

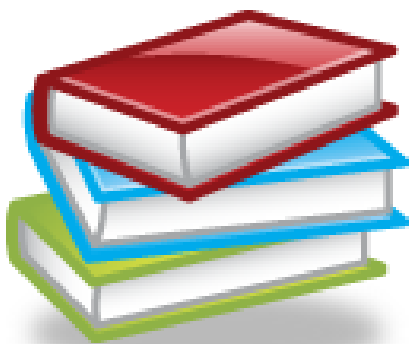
Mini-lesson	Components of Lesson
Day 16 Procedures for Choosing Books for Individual Book Baskets	<p>*Mini- lesson Teacher will explain:</p> <ul style="list-style-type: none"> • Where baskets are kept • How baskets are placed on shelf • What baskets are used for • When and how to choose books • How to take care of baskets • What belongs in baskets <p>*Independent Student Work Time Students browse book baskets from classroom library for 10-20 minutes (depending on grade level) at individual seats</p> <p>*Debrief/Share Students will model appropriate basket procedures. Teacher compliments desired behaviors.</p>
Day 17 'Too Easy' Books <i>Teacher note- Teacher must be mindful that all students are on different reading levels and choose a variety of books to model.</i>	<p>*Mini- lesson Model that an easy book:</p> <ul style="list-style-type: none"> • can be read very quickly • has very few words • has no challenges <p>*Independent Student Work Time Students browse book baskets from classroom library for 10-20 minutes (depending on grade level) at individual seats. Teacher walks around and conferences with students about books that are too easy</p> <p>*Debrief/Share Selected students share too easy books and how they knew they were too easy.</p>

<p>Day 18</p> <p>Too hard books</p>	<p>*Mini- lesson Model that a 'hard book':</p> <ul style="list-style-type: none"> • is hard to understand • has lots of words • is not enjoyable • has too many challenges • introduce the 'Five Finger Rule' <p>*Independent Student Work Time Students browse book baskets from classroom library for 10-20 minutes (depending on grade level) at individual seats. Teacher walks around and conferences with students about books that are too hard.</p> <p>*Debrief/Share Selected students share too hard books and how they knew they were too hard.</p>
<p>Days 19/20/21</p> <p>Choosing 'Just Right' Books</p> <p><i>Teacher note-A possible resource is the book, <u>Goldilocks and the Three Libearians</u> available through Upstart Magazine.</i></p>	<p>*Mini- lesson Model that a 'just right' book:</p> <ul style="list-style-type: none"> • has only a few challenging words • can be read at a good pace • can be understood by the reader • is interesting to the reader <p>*Independent Student Work Time Students browse book baskets from classroom library for 10-20 minutes (depending on grade level) at individual seats. Teacher walks around and conferences with students about books that are just right.</p> <p>*Debrief/Share Selected students share 'just right' books and how they knew they were just right.</p>
<p>Day 22</p> <p>Celebration</p> <p><i>Teacher note- Teachers can create an award for each student or a class banner to celebrate the end of this unit.</i></p>	<p>*Mini- lesson Teacher reviews the characteristics of the different types of books.</p> <p>*Independent Student Work Time Students sort books in book basket into the three categories.</p> <p>*Debrief/Share Students share their notices about their books.</p>

Dear Parents,

Our first unit of study in Reading is "Who Am I As A Reader?" In this unit we are learning about the importance of books in our lives. We invite your child to bring in his/her favorite book to share in class tomorrow. Books will be cared for and returned when the unit is complete.

Please encourage your child to talk with you about the book and why they chose it to share. Our hope is that all children become life long readers. Thank you for your support!





READING CONTRACT

As a growing reader, I pledge to do the following:

- Take care of books and reading materials
- Choose a variety of books to read
- Take care of the class library and return books to the right spot
- Read every day and every night
- Stay focused on my reading and not disturb other readers
- Think and talk about what I read
- Participate in conferences with my teacher

Student Signature