Instructional/Learning Activity Task Template:

Overview

Unit Title: Language Use and Conventions

Annotation: This lesson will establish concept of print and labeling all areas of the room for Reader’s Workshop so that the students are well aware of where they should be during this period of the day.

Grade, Subject, Topic, and Author: Kindergarten, Reading, Concept of Print – labeling areas of the room for Reader’s Workshop, Hillary May

Special Notes To Teacher:

- An ideal workshop time frame for a one hour readers workshop should reflect the following (approx.):
  - Mini-lesson – 10-15 minutes
  - Work time – 40 minutes
  - Closing – 10 minutes

  Keep in mind that in the beginning of the year, your mini-lesson and closing will be much longer in length and the work session will be shortened. Gradually the student work time will lengthen.

- This task also gives the students practice with coming to and from the carpet.

Standards

Focus Standard/Element(s):
ELAKR6 The student gains meaning from orally presented text. The student:
a) listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure

Complementary Standard/Element(s):
ELAKR1 The student demonstrates knowledge of concept of print. The student
a) recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.
d) distinguishes among written letters, words, and sentences.
Georgia Performance Standards Framework for English Language Arts -K

Learning Goals

Essential Question(s):
- Why do we have Reader’s Workshop?
- Will we have Reader’s Workshop everyday?
- What do we do in Reader’s Workshop?
- What is a center?
- What is guided reading?

Knowledge: The students will be knowledgeable of the specific areas designated for Reader’s Workshop (example, guided reading area, listening center, independent reading area, classroom library, etc.).

Skills: The students will be able to label and locate designated areas of the Reader’s Workshop.

Balanced Assessment for Task

Assessment Method/Type: Teacher observation of students finding specific areas of Reader’s Workshop using checklist (attached)

Description/Directions for Assessment: Teacher observation during work time using a checklist to make note of evidence of student mastery or students needing additional assistance. The teacher may make observations during worktime or closing time.

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: The teacher will begin the mini-lesson stating the purpose of today’s lesson (rituals and routines). The teacher will refer to a ready-made chart reviewing the three parts of Reader’s Workshop (mini-lesson, work time, closing). The teacher will then state that during the work session students will practice implementing what they have learned during the mini-lesson. This part of the lesson may take up to 20 minutes. She will then state that there are designated areas in the classroom where this will take place. The teacher then explains that the students will explore all areas of the room designated for Reader’s Workshop. On a separate chart titled “Areas of Reader’s Workshop – You might find…. “ you will list all the designated areas of the readers workshop with a symbol that represents that area. A stack of books or actual picture of your classroom library may represent the classroom library, a pair of headphones might represent the listening center or an actual photograph of your listening center. After the list has been complied, the teacher will then take a tour around the room with the symbols to show the students where each area is located. The teacher may also want to give a brief explanation of what may take place in each location stating, for example, if a group were to visit the listening center they might listen to a book and possibly draw a picture.
Georgia Performance Standards Framework for English Language Arts -K

Worktime: After the teacher has shown all areas of the workshop, the students will then practice visiting these areas. The teacher should decide how to divide students into small groups to visit the designated areas in the classroom when called upon (students could be called by the first letter of their name, color of shirt, or table color). The point of this task is for students to have an opportunity to become familiar with the areas they will be assigned. After small groups have been established, the teacher will then call group by group to walk quietly to different assigned areas. The teacher should also stress to the students that when they visit their assigned areas, they must also observe the types of material located in their area. Students will be told that during closing they will be sharing what they noticed in each location. As the teacher circulates around the room, noticing student responses, he/she will point out additional resources that the students may have overlooked. Students should only spend a limited amount of time in their designated area or it could lead to off task behavior. The teacher should then call students back to the carpet by the areas in which they are located. The teacher should remind students to walk quietly back to the carpet and sit with their legs crossed and their hands in their laps as they wait for all students to return to the carpet.

Closing: After all students have returned to the carpet, the teacher will then remind the students that this portion of Reader’s Workshop is the “closing.” The final part of the lesson might take up to 12-15 minutes. The teacher will remind students that they will now be discussing what was taught in the mini-lesson and work session. Also, remind students that today we learned the different areas of Reader’s Workshop. The teacher will then ask individual students where they visited and have them state material that they noticed at their area. The teacher may also request that students give a brief explanation of the activity that would take place in the area that they visited. The teacher will write their responses on the chart titled “Areas of Readers Workshop - You might find…” (See attached chart). The teacher will then ask specific students to walk and actually place the correct symbol in the designated area. This is a time to celebrate students visiting the correct areas that match there given symbols.

Resources, Materials, and Equipment:
Markers
Chart paper
Symbols of designated areas (see attached)
Checklist

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation: Have a peer guide the small group or individuals to review all designated areas of the room for Reader’s Workshop.

Extension/Enrichment: Have individuals create “wish lists” for materials to be added to designate areas. For example – students may have noticed some of the books in the listening center and may want to suggest additional titles they would be interested in listening to.
This is a suggested sample of what you might prepare on chart paper for your students regarding designated areas of reader's workshop.

Areas of Reader's Workshop
You Might Find . . .

- classroom library
- independent reading
- listening center
- guided reading center
- phonics center
- computer
- This is a suggested sample of what you might have already prepared on chart paper to review the three parts of Reader’s Workshop.

## Reader's Workshop
### 3 Part Lesson

| Mini-Lesson | 10-15 Minutes in length  
| Teacher directed  
| Students listen  
| Concept being taught refers to Reader's Workshop |
| Worktime | 40 Minutes in length  
| Students are in independent work areas  
| Teacher is observing, doing guided reading, etc… |
| Closing | 10 minutes in length  
| Teacher reviews concept taught that day  
| Students may ask questions for clarification  
| Students share something they learned  
| Students celebrate |
Lesson: Reader's Workshop

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student is aware of areas of Reader's Workshop (+/-)</th>
<th>Student is actively engaged in the area they are assigned (+/-)</th>
<th>Student can give a brief description of action that will take place at assigned area (+/-)</th>
<th>Student can recall a few items need to be successful in the assigned area (+/-)</th>
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- Students who need remediation
+ Students who need extension