

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade K

Instructional/Learning Activity Task Template:

Overview

Unit Title: Language Use & Conventions

Annotation: This lesson demonstrates an introduction to Reader’s Workshop so that students can anticipate what rituals and routines will take place each day. A daily schedule will be developed and shared with the students.

Grade, Subject, Topic, Author: Kindergarten, Reading, Rituals and Routines, Ashley Gallagher

Special Notes To Teacher:

- Prior to starting the Reader’s Workshop, try to arrange your classroom in a way that there is a clear, well-defined group meeting area. Often these areas contain a large area rug with a designated chair/easel for the teacher. You may want to have materials such as markers, chart paper, a pointer, and books close by for easy access.
- Label a piece of chart paper “Reader’s Workshop” and have it on the easel prior to starting the lesson. Have a basic schedule written on the paper (mini-lesson/worktime/closing) to refer to and add to during the lesson.
- Keep in mind that your classroom community will develop rituals and routines. You may establish some rituals according to your own preferences and negotiate others with your students. Understand that rituals must be taught and reinforced daily so that every student knows what is expected of him/her. This particular lesson will focus on introducing the three parts of Reader’s Workshop and what types of behaviors are expected during the hour. Students will have the opportunity to practice these rituals and routines daily until they become automatic and consistent among all students.
- An ideal workshop time frame for a one hour Reader’s Workshop should reflect the following: (approx.)
 - Mini-lesson – 10-15 minutes
 - Worktime – 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 worktime will lengthen.

Georgia Performance Standards Framework for English Language Arts – GRADE K

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):

Learning Goals

Essential Question(s):

What is Reader’s Workshop?

What is a mini-lesson?

What is student worktime?

What takes place during the closing?

Knowledge:

Students will know that there are three parts to Reader’s Workshop and they will understand that this particular structure must be followed each day.

Skills: The students will be able to model appropriate behaviors for coming to the carpet in preparation for Reader’s Workshop. The students will also identify the components of the three-part lesson (mini-lesson, worktime and closing).

Balanced Assessment for Task

Assessment Method/Type: Teacher observation and checklist (see attachment)

Description/Directions for Assessment: The teacher will observe the students for displaying appropriate behaviors during the three-part lesson. Then, during the closing portion of the workshop, the teacher will ask the students questions regarding the Reader’s Workshop and its components. This assessment will take place over several days as students become familiar with the three parts of the workshop and allow the teacher to make notes on her observation checklist. (*See attachment*).

Student Work Samples (optional):

Procedures, Directions, and Resources

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

Opening: Invite students to come to the carpet quietly and in an orderly fashion (either by tables, gender, the color shirt they are wearing, etc). Ask students to sit quietly with their legs crossed and their hands in

Georgia Performance Standards Framework for English Language Arts – GRADE K

their laps until everyone joins you on the carpet. Explain to students that this area will be used for group discussions for the opening and closing meeting of Reader’s Workshop. Begin the mini-lesson by explaining the three parts of the Reader’s Workshop (mini-lesson, worktime, and closing), and discuss what should take place during each component (see below). Use markers to record this information on the chart paper as you discuss each segment of the workshop (*see attachment*).

Mini-lesson –

- Where does the mini-lesson take place? (*on the carpet*)
- What do students do? (*learn a new skill, learn a new strategy, listen to a story, etc.*)
- What is the expected behavior? (*students should sit with their legs crossed, their hands in their laps, their eyes should be on the teacher and their mouths should be closed*)

Worktime -

- Where does the worktime occur? (*point out various parts of the classroom – listening center, guided reading area, independent reading area, etc.*)
- What do students do? (*practice a new skill that has been taught*)
- What is the expected behavior? (*students should be on-task and do what was instructed by the teacher*)

Closing –

- Where does the closing take place? (*on the carpet*)
- What do students do? (*share accomplishments regarding the new skill they learned, discuss strategies they employed, listen to a story, etc.*)
- What is the expected behavior? (*students should sit with their legs crossed, their hands in their laps, their eyes should be on the teacher and their mouths should be closed.*)

You might want to explain that what just took place was a “mini-lesson” on the three parts of the Reader’s Workshop. Inform the students that to end their mini-lesson today, they will listen to a story and practice appropriate “carpet behavior”. Next, select a classroom book to read aloud to the students. Begin by previewing the front and back cover of the book, reading the title, naming the author and illustrator of the book, and finally, reading the story. After the read aloud is completed, you should tell the students that during the worktime they will illustrate their favorite part of the book.

Worktime: You will then inform students that the next part of Reader’s Workshop is the worktime. Dismiss students (in an orderly way – by groups, gender, the color shirt they are wearing, etc.) back to their tables for a few minutes to draw their favorite part of the story. Students will be reminded to work quietly and to stay on task. Monitor the students as they work, and assist anyone having difficulty.

Closing: After students have participated in the worktime, bring the students back to the whole group meeting area. Explain that it is time to close the Reader’s Workshop. Briefly review the purpose of the closing meeting and discuss the entire workshop to this point - what happened first, next, etc. At this time, you might want to allow two or three students to share their drawings. Next, refer to the chart you began earlier and discuss what concept was taught for the day (the three part lesson). Ask students to share something they learned, ask questions about something they need clarified, or share something they are

Georgia Performance Standards Framework for English Language Arts – GRADE K

curious about. You may also want to use your teacher checklist to note the students' behaviors or ability to list/describe the components of Reader's Workshop. After the allotted time for the closing meeting (approximately 10 minutes), congratulate students on their participation in Reader's Workshop and announce that the meeting is officially over. Remind students that this is the general format that they will experience every day in Reader's Workshop.

Resources, Materials, and Equipment:

Chart paper

Markers

Easel

Carpet

Read-aloud (*see attached list for suggestions*)

Construction paper

Crayons

Pencils

Teacher check-list (*see attached*)

Pre-made worksheet for student illustration (*see attached*)

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

Remediation: Using the Reader's Workshop chart as a visual, the teacher will have a daily review to discuss the three components of the workshop. By looking at the chart, the students will be encouraged to discuss what takes place first, next and last during the workshop.

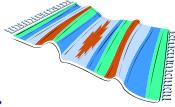




Enrichment/Extension: Fold a piece of paper in thirds and have students illustrate what happens during each part of the Reader's Workshop.

Georgia Performance Standards Framework for English Language Arts – GRADE K

* This is a suggestion of how you might chart your Reader's Workshop information. At first, you may want to only list: title, mini-lesson, worktime, and closing. After discussing each part of the reader's workshop, fill in the rest of the chart. (You may want to draw pictures next to each explanation or make a separate chart for carpet "rules"- see next page.)

Reader's Workshop

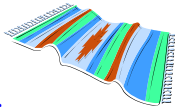
Mini-lesson:

- We sit on the carpet. 
- We learn a new skill or listen to a story.
- Carpet rules -
 - legs crossed
 - mouths are closed 
 - hands in laps 
 - eyes on speaker 
 - ears listening 

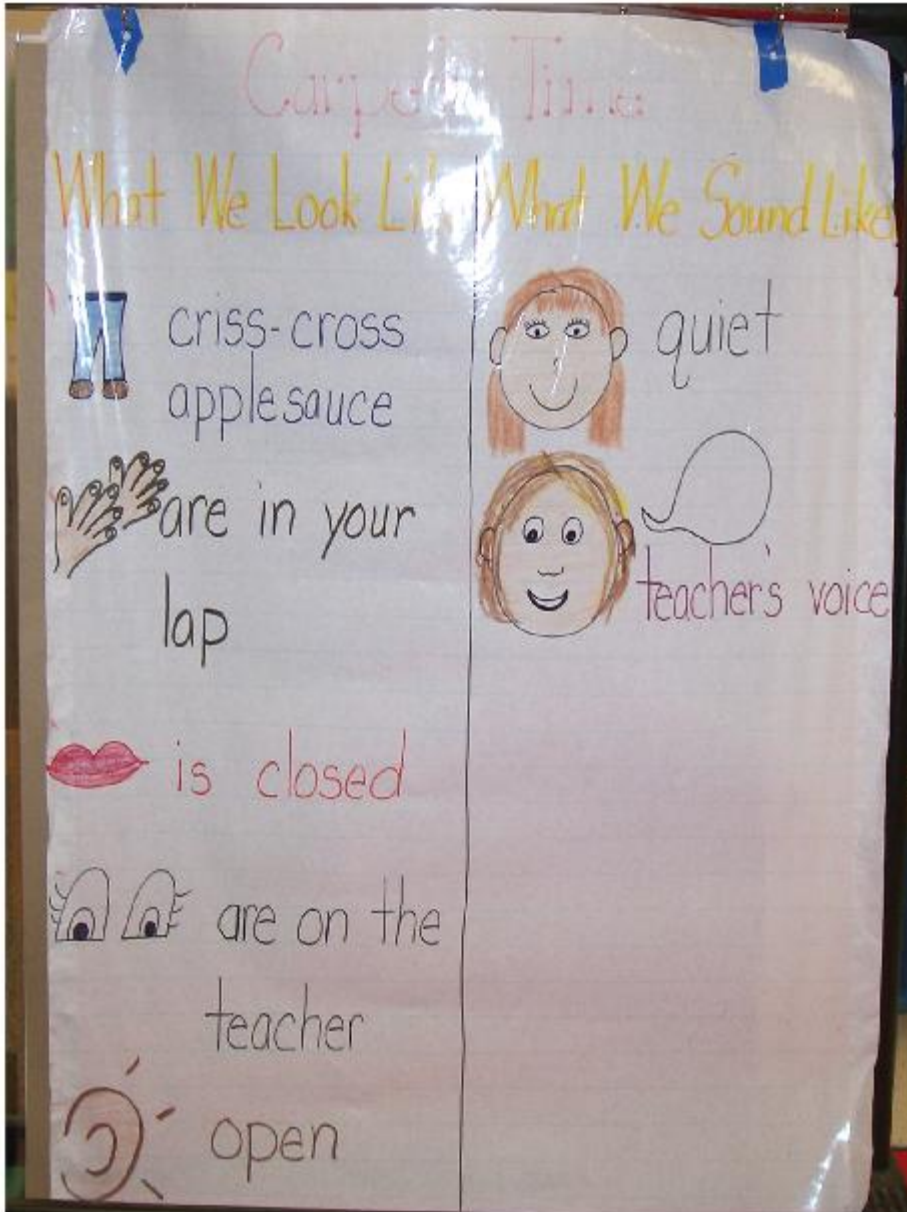
Worktime:

- We practice what we have learned.

Closing:

- We sit on the carpet. 
- We discuss what we learned.
- Carpet rules -
 - legs crossed
 - mouths are closed 
 - hands in laps 
 - eyes on speaker 
 - ears listening 

Georgia Performance Standards Framework for English Language Arts – GRADE K



This is an example of a chart you might create with your students regarding appropriate behavior while on the carpet.

The visuals of the drawings help our non-readers.

Georgia Performance Standards Framework for English Language Arts – GRADE K

Suggested Read-Aloud List For Kindergarten

Amazing Grace - Mary Hoffman
And to Think That I Saw it on Mulberry Street - Dr. Seuss
Antarctic Animals - Judy Sierra
Birdsong - Audrey Wood
Carrot Seed, The - Ruth Krauss
Cat in the Hat - Dr. Seuss
Chicken Soup with Rice - Maurice Sendak
Corduroy - Don Freeman
Doctor DeSoto - William Steig
Dr. Seuss's ABC - Dr. Seuss
Froggy Gets Dressed - Jonathan London
Goodnight Moon - Margaret Wise Brown
Grandpa's Teeth - Rod Clement
Gregory, the Terrible Eater - Mitchell Sharmat
Harold and the Purple Crayon - Crockett Johnson
Harry the Dirty Dog - Gene Zion
Hooray for Diffendoofer Day - Dr. Seuss
If I Ran the Zoo - Dr. Seuss
Katy No-Pocket - Emmy Payne
Little Bear - Else Minarik
Lyle, Lyle Crocodile - Bernard Waber
Make Way for Ducklings - Robert McCloskey
Mitten, The - Jan Brett
Napping House, The- Audrey Wood
Next Place, The - Warren Hanson
Old Turtle - Douglas Wood
One Fish, Two Fish, Red Fish, Blue Fish - Dr. Seuss
Runaway Bunny - Margaret Wise Brown
Stellaluna - Janell Cannon
Three Little Pigs, The
Verdi - Janell Cannon
Very Hungry Caterpillar - Eric Carle
Very Quiet Cricket, The - Eric Carle
Where the Wild Things Are - Maurice Sendak

Georgia Performance Standards Framework for English Language Arts – GRADE K

Assessment for Rituals and Routines

Student Name	Student displays appropriate "carpet behavior" (legs crossed, hands in lap, etc.) (+/-)	Student can identify the three parts of the Reader's Workshop (+/-)	Notes to the teacher:

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade K

My favorite part of the story is...

Name: _____

Date: _____