

Unit 1: Launching the Reading Workshop (4 Weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Immersing students in a print rich literacy environment while learning the daily routines of reading workshop sets children up for becoming independent readers.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Learn the routines of the reading workshop
- Engage with high interest books, print around the room, and familiar texts
- Learn to think and talk about books with a partner

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Exploring the classroom library
 - Notice the way the books are placed in baskets and how the book label (icon) helps readers select and return books
 - Practice looking through a basket and choosing a book
 - Practice book handling
- Introducing the workshop model (e.g., minilesson, independent reading, share). Creating a chart that shows the parts/sequence of reading workshop with visuals such as digital images/sketches is recommended.
 - Introduce the concept of “a peaceful reading workshop.” For more details see the artifacts posted on the Grade K Units of Study page. (See Notes/Tips)
- Identifying and charting the teacher’s role and the student’s role during the minilesson.
- Identifying and charting the teacher’s role and the student’s role during independent reading.
- Identifying and charting the teacher’s role and the student’s role during conferring.
- Touring the school and noticing what different people (principal, nurse, art teacher, greeter, students across the grade levels, etc. are reading). Creating a chart as part of shared writing or interactive writing, What Do People Read? (Expanding lesson by having students interview their parents about what they read and share with class.)
 - Teacher organizes the tour in advance so the students will see people reading a variety of materials.
 - Teacher takes photos of readers during the tour. Photos used for the chart.
 - After discussing what people were reading support students in developing/discovering their own reading identities, What do I like to read?
- Modeling concepts about print (e.g., locating front cover/back cover, knowing where to begin, turning pages)
- Looking at the cover and inside illustrations to choose a book of interest

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- Using the cover to think about what the book might be about
 - Reading the pictures of a book to tell the story (Recommended read aloud to model this strategy is *You Can Do It, Sam* by Amy Hest)
 - Revisiting familiar stories, poems, and nursery rhymes
 - Making personal connections to books – favorite book from home, stories from preschool, favorite characters
 - Developing reading interests
 - Reading with a partner (sitting side-by-side, sharing the book, whisper reading, listening to partner)
 - Charting what read partnership time looks like, sounds like. Use photos of students as visuals for the chart.
- During the workshop share ask students, Who can share what their buddy did today that was helpful?
- Celebrating the unit. Possibilities may include but are not limited to the following:
 - Have students draw/write/discuss their favorite reading memory from school or home. Create a chart, class book or bulletin board display of the memories.
 - Have students draw/write/discuss their reading interests/habits. (Connect back to reading tour.)
 - Watch a video or slideshow of students modeling the routines and habits of readers such as reading independently, shopping for books, choosing just right text, etc.
 - Share book recommendations with one another in small groups.
 - Discuss what students felt they were doing really well as readers and what was challenging.

Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 5 min. and reading with a partner for 5 min.
 - Make the concept of stamina concrete for students by building a tower (unifix cubes) to represent the number of minutes read. Each day build a new tower compare, contrast, goal set. For more details see the archived artifacts on the Unit of Study Website http://ww3.mamkschools.org/units_of_study/ Select Grade K, Reading, Resources from top nav bar.
 - Support students reading stamina by using a timer.
- Begin assessments on phonological awareness, concepts about print, letter recognition.
- Use district assessment data to plan for whole group, small group and one on one conferences.
- Build excitement about reading and books. Have students bring in their favorite books from home and share.
- Have book baskets clearly labeled with pictures to help keep the library organized and to help children locate books of interest independently. Introduce baskets gradually and slowly over time. Leveled texts may be available as well depending on the needs of the class.
 - Baskets of books may include alphabet books, number books, color books, familiar authors (e.g., Dr. Seuss, Kevin Henkes, Rosemary Wells), nonfiction, familiar characters (e.g., Clifford, Arthur, Biscuit, Little Bear, Max and Rubie).
- Read aloud multiple texts each day and expose students to a range of genres, authors, etc.
 - Suggested read aloud for sparking students interest in reading include *Reading Makes You Feel Good* by Todd Park, *The Monster Who Loved Books* by Keith Faulkner, *A Bedtime Story* by Mem Fox, *The Wednesday Surprise* by Mem Fox, *How Rocket Learned to Read* by Tad Hills and *The Best Place to Read* by Debbie Bertram.
- Use daily read aloud also as an opportunity to model and have students practice turning and talking.
- Begin to read aloud Emergent Storybooks to prepare for Unit 2 and put them in a basket labeled with emergent storybook covers.
 - Make connections between reading and writing workshop whenever possible. Using illustrations to read stories like the emergent storybooks can be a strategy students transfer to their writing.
- Introduce baskets of books to students during read aloud. Read several books from a basket and then encourage students to select books from those baskets for independent reading.
- Have baskets of high interest books that range in complexity, genre, etc. on tables for students to read from during independent reading rather than having students shopping for books at this time of the year.
- Reading partnerships during this unit are loosely constructed – more like a buddy that shares a similar interest or a neighbor reading from the same basket.
- Label areas of the classroom with pictures and words. Label objects (e.g., door, desk, table, easel) in the classroom during interactive writing.
- Start a word wall with student names and use student names to teach phonological awareness and

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letter sound recognition.

- Any class charts created to support the work of reading workshop should be read and reread multiple times during shared reading so that students are familiar with the resources and able to use them independently as needed.
 - Display reading charts in one area of the classroom and writing charts in a different area. As new charts are created store older charts on pant or skirt hangers so they are kept organized and easily retrievable as needed.
- **To view Grade K archived artifacts for the unit please visit the Grade K reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/kindergarten>,

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *The Complete Year in Reading and Writing: Grade K* by Karen McNally and Pam Allyn (Chapter 2, pp. 21–22)
- *Teachers College Reading and Writing Project Kindergarten Reading Curriculum Calendar 2010–2011*
- *Growing Readers* by Kathy Collins (Chapter 3, pp. 59–63)
- *In Pictures and In Words: Teaching the Qualities of Good Writing Through Illustration* by Katie Wood Ray
- *Month-by-Month Reading, Writing, and Phonics for Kindergarten: Systematic, Multilevel Instruction for Kindergarten* by Dorothy Hall and Patricia Cunningham
- *Phonemic Awareness in Young Children* by Marilyn Jager Adams
- *The Continuum of Literacy Learning K-2* by Irene Fountas and Gay Su Pinnell
- *Perspectives on Shared Reading: Planning and Practice* by Bobbi Fisher
- *Read It Again!: Revisiting Shared Reading* by Brenda Parkes