

Minilesson Structure for Workshop Units of Study Instruction Kindergarten Unit 1

Subject: Reading Workshop

Unit of Study: Readers Build Good Habits (Unit 1)

String of Mini Lessons: Readers Have Reading Identities (String 1)

Mini-Lesson Title: Readers choose places to read and people to read with. (Day 1)

Connection: *“Readers, we have been getting to know one another and learning about some of our favorites things. I learned that John and Paul like dinosaurs and Maxine and Megan like princesses. Today we are going to learn that readers have special places that they like to go to when they read.”*

Teaching:

Teacher models a think aloud where their favorite reading spot is and whom they like to read with. *“Let me see, I like to read in so many places. I like to read in my bed at night, but I like to read outside on a lounge chair, too. Oh, I know, my favorite spot is my very special rocking chair. At my house I have a big rocking chair with big puffy cushions. My rocking chair has a special place for my feet, too. I like reading in this chair because it is in a quiet spot and it is so cozy when I am reading by myself. I can cuddle up with my book and read for a really long time.*

Another special place I like to read is at the kitchen table when I eat breakfast with my family. We like to read the comics together. I like this place because I enjoy reading with my family and laughing together.” (*Choose your own authentic reading spot and people you like to read with.)

Active Engagement:

“Readers, I want you to close your eyes and think of a place where you like to read. I want you to make a picture in your mind of where you like to read.” (Provide children with some concrete examples to help them visualize. Examples of where: your bed, a favorite chair, on the floor. Examples of who was with them: Do you like to cuddle with mom and dad or read books by yourself? Examples of what it sounds like: Is it quiet or do you like sounds in the background like music or people talking?) *“Now that you have your picture in your mind, open your eyes and turn to the person sitting next to you. Tell your friend about your favorite reading place and who you like to read with.”* After a minute or two, bring the children back and tell them some of the ideas you heard. *“Boys and girls, I heard Jessica say, ‘I like to read in bed with my mom.’ I heard Billy say he likes to read all by himself in his tree house outside.”*

Link:

“Today readers, your special place to read is at your seat. We will continue to practice good reading habits so that eventually we can choose special reading spots in our classroom.”

Mid-workshop Break

A mid-workshop teaching point might be...Notice one or two children who are on task. Walk around and talk to children about their reading spots. Encourage students who are having trouble getting started. *“Boys and girls, as I was walking around I noticed that Suzie chose a book she liked and she is reading quietly in her reading spot. Remember to do the same as you read your book.”*

Share:

Teacher acknowledges a few students who read or stayed in their reading spot. *“I noticed how Faith was at her seat the whole time and her eyes were on her book. I could tell that she really liked what she was reading because she was smiling as she looked at each page.”*

Teacher makes a connection between school and home reading. *“Grace likes to read on her couch covered up with her blanket and Matthew likes to read in his bed cuddled up next to his mom. The important thing for us to remember is that we have our own special reading spots at home and will get to choose special spots to read in the classroom, too.”*

Minilesson Structure for Workshop Units of Study Instruction Kindergarten Unit 1

Subject: Reading Workshop

Unit of Study: Readers Build Good Habits (Unit 1)

String of Mini-lessons: Readers take care of books (String 2)

Mini-lesson Title: Handling a book (Day 1)

Connection

“Readers we have been reading some of our very favorite books. Today we are going to learn how to take care of our books.”

Teaching

“Readers when we get a book out of a basket we need to make sure we treat it with care. Watch me closely while I choose a book to read from this basket.” Model taking a book out of a basket by holding the spine, keeping book closed. Show the kids a book and point out the cover, spine, and back of the book. *“Readers, why do you think it is important to pick up and hold our books like this?”* (Call on students to share their thinking. Responses might include: so our books don’t get ripped, broken, or bent.)

Active Engagement

Teacher will model choosing 3 or 4 books out of a basket the correct way and the incorrect way.

“As I take the books out of the basket, give me a thumbs up if I am doing it correctly or a thumbs down if I am not. Can you show me a thumbs up? How about a thumbs down? Thumbs up (teacher shows thumbs up) means I am holding the book the right way. Thumbs down (teacher shows thumbs down) means I am holding the book the wrong way. (Practice showing thumbs up and down before you begin.)

Teacher will choose 3 or 4 books and varies the correct and incorrect way to pick up each book. Students will show a thumbs up or thumbs down.

Link

“Readers today when you choose your books from your baskets remember to pick them up carefully by the spine and hold the cover closed so that the pages don’t get ripped.”

(Send the children off to choose their books and read.)

Mid-workshop Break

Notice students who are choosing books carefully and highlight these students and what they are doing.

Share

“Readers today we learned how to treat our books carefully. I noticed _____ picking up his/her book by the spine so it didn’t open. Remember tomorrow when you choose a book from the basket to treat it carefully by holding the spine.”

Minilesson Structure for Workshop Units of Study Instruction Kindergarten Unit 1

Subject: Reading Workshop

Unit of Study: Readers Build Good Habits (Unit 1)

String of Mini-lessons: Readers follow routines and procedures for their reading (String 3)

Mini-lesson Title: Getting ready for workshop (Day 1)

Connection

“Readers we have been talking about how to take care of the books in our classroom. Today we are going to practice walking carefully from the carpet back to our seats and choosing books from the basket to read.”

Teaching

Teacher will model walking to the table from the meeting place. Show children how to choose books from the basket on the table to read during reading workshop.

“Today readers, I am going to show you how to carefully move from the meeting area to the tables for reader’s workshop. During reader’s workshop, we want to make sure that everyone moves in safe manner. When we get up from the meeting area to sit at our seats, it is important that we walk carefully. When people walk fast or run, they may fall or bump into their friends. This will cause people to get hurt. Once you get to your table, you choose a book carefully by holding the spine and start reading.”

Active Engagement

“Before we start reading today, it is important that we practice walking slowly to our tables” Have students practice. Model with two or three students first, have everyone watch. Comment how they are walking slow, not bumping into each other, saying excuse me if they need someone to move, wait their turn if someone is in front of them. *“Look how Brian went right to his table. He was walking slowly and quietly. He did not touch anything or anyone.”* Release students a few at a time.

Link

“Readers today when you go back to your reading spots, remember to move slowly with walking feet, keep your hands to yourselves, and use kind words like ‘please excuse me’ and waiting patiently for your turn.”

Mid-workshop Break

Notice children who walked carefully to their spots, choose a book and began reading. *“Oh, readers look, John walked to his spot, chose a book and began reading.”*

Share

Have a students practice leaving their seats the same way to come back to the meeting place. Release one table at a time. (Teacher can comment as they do this.) *“I’m noticing how Julie is walking carefully from her reading spot back to our meeting place.”*

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String of Mini-lessons: Readers are engaged in reading (String 4)

Mini-lesson Title: Reading a picture book (Day 1)

NOTE: If you have not already done so, you will need to add a variety of unfamiliar “look books” to the Sulzby book baskets.

Connection

“Readers we have been talking about how to move carefully to your reading spot, sit and read the entire time, use a whisper voice, and kindly remind partners to read quietly. Today we are going to learn how the cover of a book can help you make a prediction.”

Teaching

“Today readers, I am going to show a good way to read a book.” Choose a short, easy to read book. *“Before I read a book, I look at the cover and make a prediction (that’s a guess) about what this book will be about. I look at the characters, which are people or animals, on the front cover. I also look at the setting. The setting is where the people or animals live.”* Teacher will make a prediction based on the cover of the book.

Active Engagement

Choose a new short, unfamiliar book. *“Here is a book that we have never read before.”* (Teacher holds up book for class to see.) *“Look at the cover and make a prediction for this book. Quietly tell your partner what you think it could be about.”* Teacher will choose a few students to share their predictions with the class.

Link

“Today before you read your book, be sure to look at the cover and make a prediction. Look closely at the picture on the cover to see what is happening in the story.”

Mid-workshop Break

As children read, move throughout the room and have children tell you about the prediction they made and why. Highlight a few students who made predictions. *“Boys and girls, Jason was hoping to read a book about dogs. He found this book with a dog on the cover and predicted that it would be about a dog who plays in the park. He was right!”*

Share

“Readers today we learned to look carefully at each page in our books to see what is happening in the story. In _____’s book, he/she noticed _____. Remember to stop and look closely at each page every time you read.”

Minilesson Structure for Workshop Units of Study Instruction Kindergarten Unit 1

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Unit of Study: Readers Build Good Habits (Unit 1)

String of Mini-lessons: Readers talk about books with others (String 5)

Mini-lesson Title: Sitting with a partner (Day 1)

Connection

“Readers we have been learning how to read books on our own. Today we are going to learn how to sit with a partner to share our books.”

Teaching

“Today you are going to go read from your book baskets by yourself until the timer goes off. Then it will be time to meet with your partner. Your partner is going to be the person who sits next to you at your table. When we meet with our partners we need to sit close so both partners can see the book.” Model sitting next to a student, chairs close, with the book in the middle.

Active Engagement

Have students move close to a partner at the carpet and model how they would sit and where they would hold the book. *“Boys and girls, I want you to pretend that you are at your seat with your partner. Let’s practice sitting side-by-side with a book in the middle. Use your hands as we pretend to hold a book. Show me where you would hold the book so that both you and your partner can see. Your book should be in the middle of both of you”* Highlight students who are holding their “book” in the middle and sitting side-by-side.

Link

“Remember today, when the timer goes off, to move close to your partner and hold a book in the middle so you can both see it. Take turns holding one book at a time in the middle.”

Mid-workshop Break

After the timer goes off, notice a few students who are sitting side-by-side and holding a book in the middle.

“Wow, look at Rachel and Tyler. They are sitting side-by-side and their book is in the middle so both of them can see!”

Share

“Today we learned how to sit with a partner and look at a book together.” Highlight students who did this correctly. *“Remember each day when the timer goes off to move close to your partner and share your book.”*

Note

Next days connection may include the teacher’s noticing of how some students had trouble deciding who should share or read first.

Minilesson Structure for Workshop Units of Study Instruction

Kindergarten Unit 1

Subject: Reading Workshop

Unit of Study: Readers Build Good Habits (Unit 1)

String of Mini Lessons: Readers are Responsible. (String 6)

Mini-Lesson Title: Readers choose Sulzby and Look Books. (Day 1)

Connection

We have been talking about books with our partners. Today you are going to choose Sulzby (Star) books and look books to read and share with your partner.

Teaching

Model choosing and returning books to the classroom library or to the baskets on the table. *Readers, we have been reading star books from our baskets. Today you will have a chance to read look books too. On your tables there are two baskets. One is for star books and it has a star on it. The other is for look books (rhyming books, old favorites, abc, number, classics, picture books...). The star books go in the star basket and the look books go in the look book basket. Today, you will be choosing 1 star book and 2 look books to read at your seat. You will read those 3 books the entire reading time and then share them with your partner during partner time. When partner time is over (timer dings) you will put all 3 books back into the correct baskets. Model choosing 1 star and 2 look books and then talk aloud as you put them back into the correct basket.*

NOTE: Some teachers may want to continue using the baskets on tables and introduce their library over time. You may want to put a basket of Sulzby books and a basket of look books on each table for children to shop from. This mini-lesson is for choosing books from the baskets on the table, not from the classroom library.

Active Engagement

Have students practice choosing 1 star book and 2 look books from the baskets at their table. Send students back to the seats and tell them not to choose books until instructions are given. *Now that you are at your tables, I want you to choose 1 star book. Wait until each student has a star book on their desk. Now choose 2 look books. When you have your look books you may start reading.*

Link:

“Boys and girls, remember after you read today, put your books away in the correct baskets. Put your Star book in the Star basket and your look books in the look book basket.”

Mid-workshop Break

Teacher acknowledges students who are reading the same 3 books that they chose at the beginning of workshop. Remind students not to put their books away or choose different books during reading time.

Share

Teacher acknowledges students who put their books away in the correct baskets.

Note:

- Students will be choosing and returning their books to the classroom library or table basket.
- Students will only be choosing 2-3 books each day. (ex. 1 Sulzby book and 2 look books).