

READING WORKSHOP

GRADE LEVEL: KINDERGARTEN

STEP 1: BOOKS

Students will have various “libraries” or containers filled with books throughout the classroom. These books will include mostly paperback, picture books that are appropriate grade level. Throughout the reading workshops, which may include read aloud, guided, buddy and independent reading lessons, students will have the choice to pick from the supplied selection. Common books that will be included are: *The Very Hungry Caterpillar*, *Where the Wild Things Are*, *If you Give a Mouse a Cookie*, *Corduroy*, *Are You My Mother?*, *The Giving Tree*, *Madeline*, *The Cat in the Hat*, and *The Day the Crayons Quit*.

STEP 2: STANDARDS

READING K.5 The student will understand how print is organized and read.

b) Identify the front cover, back cover, and title page of a book.

READING K.6 The student will demonstrate an understanding that print conveys meaning.

b) Explain that printed materials provide information.

c) Read and explain own writing and drawings.

WRITING K.12 The student will write to communicate ideas for a variety of purposes.

b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.

STEP 3: PROCEDURES

Before students take part in any reading workshops, the teacher will explain how to use the “libraries” throughout the classroom. Students will have books available in each center of the classroom. When students participate in a reading activity such as buddy reading or a guided reading workshop, they will be allowed to select a book from one of the surrounding “libraries”. After students make their selection, they will read the book of choice and document what they have read in their reading journals. The teacher will explain what a reading journal is and what students should document in their journals. After any reading, students should draw/write about what they have read and be able to reread or explain their writings/drawings.

STEP 4: READ ALOUD

Students at this reading level benefit from read aloud sessions. Students are provided the chance to listen and recall events, while hearing how to match voice with print. Students will participate in a read aloud of the book, “Where the Wild Things Are”. During the read aloud, the teacher will ask students to identify the images and title on the front cover, title page and the back cover once finished. The teacher may stop throughout the read aloud to ask questions about characters, settings and events. After students listen to the book, they will be asked to write/draw out their favorite part from the story.

STEP 5: SCHEDULE

On Mondays and Wednesdays, students will participate in reading workshop time. Each lesson will begin with a read aloud from the teacher to the students (10 minutes). The teacher or students may select the story to be read. After the read aloud, students will be paired up for buddy reading (15 minutes). They will take turns reading pages or will each choose a book to read to their buddy. Students will then discuss the stories and relate them to their personal experiences. After buddy reading students will spend time independently reading (10 minutes). Students will then write/draw in their journals about their reading for the day and discuss what they read/learned to wrap up the workshop (15 minutes).

STEP 6: CONFERENCE

During different reading activities, the teacher will observe individual students’ progress, participation and overall skills. The teacher will keep data on individual students to assess and evaluate performances. Students will participate in individual conferences with the teacher to discuss struggles, strengths and individual goals to work on. The teacher and students will have the opportunity to ask questions and discuss concerns with one another. Conference time allows the teacher to evaluate student learning and their personal needs to further their reading progress.

STEP 7: ASSESSMENT

The teacher will assess the students using their reading journals. Students should include accurate information from each reading workshop. Students will also keep track of their reading in their reading log. This log will be used to track which books they read and with who (read aloud, guided, buddy, independent). Students should track each book and reading journals should correspond with one of the stories they read that day.



References

Sendak, M. (1988). *Where the wild things are*. HarperCollins.

Virginia Department of Education. (2010). Standards of Learning. Retrieved from http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/stds_englishk.pdf