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Assignment # 8- A

*\*adaptions in italics*

Kindergarten Reading Groups

**Lesson Overview:**

This lesson is an example of a kindergarten classroom during small group reading time. This school’s model for reading is the Daily 5 model including these 5 reading stations: Read to Self, Read to Partner, Listen to Reading, Word Work & Work on Writing. Students spend 10-15 minutes at each station and then rotate. *This school also participates in the Walk to Read model where students walk to the appropriate leveled reading group classroom that they are placed into based on test scores throughout the school year in grades K-3.*

*At the kindergarten level, the students participate in an abbreviated Daily 5 model that has been adapted to better meet their needs as young learners. Students will rotate through 4 reading group stations including: Read to Self, Word Work, Work on Writing and the Teacher Table. I have adapted these groups based on the need to teach/model reading during a teacher-led teacher table, the Listen to Reading station often happens whole group during the reading of our anchor texts, and students progressively learn to move from Read to Self to Read to Partner as we transition throughout the year. These four groups are also leveled based on reading scores throughout the year. These groups are fluid and can be adjusted to fit learner needs. \*Only a select few kindergarten students participate in the Walk to Read model, all other kindergarteners stay with their homeroom teacher.*

Leveled Reading Groups: Green, Blue, Yellow & Red (4-6 students in each group)

Small Group Reading Stations: Read to Self, Teacher Table, Word Work & Work on Writing

**Lesson Objectives:**

The students will be able to…

- read leveled readers with understanding for an allotted amount of time.

- participate in a teacher led reading group by following along with leveled text and answering questions both verbally and in writing.

- blend onset and rimes to produce words by playing a sound dice game and coloring the corresponding pictures.

- practice writing skills by choosing a writing activity and writing throughout the allotted amount of time.

**Standards:**

CCSS.ELA-Literacy.RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-Literacy.RF.K.2. Demonstrate understanding of spoken words, syllables and sounds (phonemes). B. Count, produce, blend and segment syllables in spoken words.

CCSS.ELA-Literacy.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.K.4. Read emergent-reader texts with purpose and understanding.

CCSS. ELA-Literacy.RI.K. 1. With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Materials:**

Read to Self- designated reading space, story books, leveled readers, *reading response and story sequence worksheets, pencils, crayons*

Teacher Table- leveled reader texts, pencils, *comprehension question worksheets, (sound cards, flash cards, letter tiles if desired)*

Word Work- Roll, Read & Color cardstock dice (-am, -at), Roll, Read & Color picture game worksheets (double sided for multiple plays), crayons, pencils, *differentiated game options- (other word family endings)*

Work on Writing- pencils, crayons, writing activity *options (lists, free write paper, picture folders, animal fact writing)*

**Procedure:**

***Engagement/Motivation:*** *Focus the whole group at the carpet area. Choose a group goal to work towards during small reading group that day. In my class, we often focus on our voice level or cleaning up quickly between stations or transitioning safely. I use class incentives such as, class rocks for the students earn if they are working hard toward their goal.*

**Instruction:** Whole group explanation of stations, review where each group will start in their rotations and behavior expectations if needed.

**Small Group Independent Worktime:** Have students start at a station and then rotate approximately every 10 minutes. *Encourage smooth transitions between stations. I use a maraca shaker to tell them when it time to clean up. They all clean up their station and show me that they are ready to rotate by sitting quietly and pointing to where they are transitioning to next. When they hear me say switch they all walk to the next station and get started quickly.*

* Read to Self- During this station students will read story books and/or leveled reading books in a designated reading place in the room. Follow the rules of Read to Self by teaching students beforehand the expectations i.e. find a spot quickly, read the whole time, sitting an arm distance away from others, low voice level and treat books with respect. *Differentiation adaption: Provide choices for students to work on a reading response or story summary worksheet after reading a book. Have a table set up next to the designated reading spot where students can take their book to complete a reading worksheet with the story that they read. This provides engagement and challenge for students who have a hard time reading the whole time, while still allowing them to think about what they are reading. The higher groups can have expectations to complete a story summary (beginning, middle, end) at least once a week/day.*
* Teacher Table-Teacher can work with students using a variety of materials at a variety of different levels based on group level skills. Teacher reads with students using leveled curriculum readers, answering questions and practices/models good reading skills and strategies. *Leveled groups can work on differentiated comprehensions worksheets/questions, activities using flashcards, white boards and letter tiles using letter sound, letter identification and segmenting/blending skills based on need. Teacher can have plan for the week on what skills each group will be working on.*
* Word Work- This station has numerous activities that can be implemented using work with sight words, letters, forming words, ect. For this lesson, the students will be playing a game called Roll, Read & Color. This game included two cardstock made dice that have word beginning sounds and word family endings on them. The students roll the dice, blend the two together, say the word and then color the corresponding picture that matches that word. For the first time using this game I use dice with only sounds that we have learned on them for practice with those specific sounds. (Dice 1 has beginning sounds b, m, s, t, c and Dice 2 has short /a/ endings –am , -at). *After students have understood the rules for this game and played it a few times, I introduce a second set of dice to my higher groups that enhances the learning. The Dice 2 will have endings –an, -am, -ap, -at and -ag. After introducing other vowels, this game can have differentiated levels for students working with different sound knowledge.*
* Work on Writing- This is a choice station where each student has the option of working on various writing activities. The rule at this station is that the students must be writing the whole time. The options have been taught to the students during whole group writing times or mini lessons before stations. *Options include: writing the alphabet, shopping lists, using picture folders to write about different topics, animal fact graphic organizers/writing papers, free write using sight words or their own stories.* Have student collect their work in a writing folder each day to be able to show you what they have been working on each day *and offer feedback.*

**Closure:** Whole group check in- Have all the students meet back at the carpet and go over how you thought they did. Verbally acknowledge the things that you saw that impressed you. Review how students did toward their group goal and reward them if they achieved it, review for next time if they did not.

**Student Evaluation:** While students are still at the carpet I often discuss how they thought they did behaviorally and academically during small group stations. Collect writing folders to give feedback on the writing station work.

Thumbs Up Student Self-Assessment- This is an activity that I use to teach students how to reflect on their own behavior. Have students put their thumb over their heart and look at you so only teacher and them can see. Have them think about how hard they worked that day and put a thumbs up if they know in their heart that they did their very best or a thumbs sideways if they know that they could have done better or they have something that they need to work on. To start this you may have to model and explain the reasoning so that students understand and take it seriously. I do not allow thumbs down because I tell them that they all did something and no one did nothing so their choice is they worked their hardest or they need to practice or work on something (this can be behaviorally or academically).

Student Share Out- If you have time, have 2-3 students come up in front of their peers and share what their thumb indicated and tell the class why. This may sound harsh, but you will be surprised what kind of self-awareness that you will see from the students, and also, how eager some students will be to share something that they accomplished. I often chime into the discussion and recap what they said, so even if a student comes up and says that they were talking too loud and could have worked harder, you can say that it is okay because now we know what we can work on for next time. I always thank them for being brave to share out. This may not be for everyone, but in my classroom this is so powerful and allows me to hone in on student self-awareness and responsibility even at a young age.