

SHARED READING LESSON PLAN

FORMAT

STANDARDS/OBJECTIVES	PLAN
<p>Monday: Day 1 Focus-Comprehension</p> <ul style="list-style-type: none"> ✓ Students can follow the rules of conversation in a group situation. ✓ Students can answer questions related to the topic. 	<p>Read and enjoy the story. After reading ask questions to stimulate discussion. Discuss the title and the cover – build anticipation. Read the entire story, using good voice characterizations. It is important to keep the story flowing. Stop only for student interactions that are necessary. After reading the story, ask questions to stimulate discussion.</p>
<p>Tuesday: Day 2 Focus-Vocabulary</p> <ul style="list-style-type: none"> ✓ Students can read text by decoding word parts. 	<p>Re-read and encourage students to join in. Focus on interesting words. Reread the story, encouraging students to join in during repetitive portions of the text. If an interesting, unusual, or difficult word appears, read the page and then focus on the word. Discuss its meaning. If appropriate, ask students to demonstrate the meaning with actions. Include the word on a WOW WORDS chart.</p>
<p>Wednesday: Day 3 Focus-Flow/Phrasing/Fluency</p> <ul style="list-style-type: none"> ✓ Student can read fluently to comprehend text. 	<p>Talk about the 'clues' that help students read well, like print conventions. Focus student attention on the print conventions and punctuation that appear in the story. Reinforce how these visual clues will help them read with expression. Then have the students join in as you reread the story.</p>
<p>Thursday: Day 4 Focus-Phonemic Awareness, Phonics, and Word Study</p> <ul style="list-style-type: none"> ✓ Students can blend sounds of words to read text. 	<p>Re-read the text. Encourage the children to join in as you read. Take one spread and focus on letter names and sounds, word families, phonemes and rhyming words. Reread the story together. Reinforce rhyming; the sounds of blends, digraphs, and vowels; words families; contractions; base words and word endings; and plural forms of nouns.</p>
<p>Friday: Day 5 Focus-Oral, Written and Visual Language/Responding to the Story</p> <ul style="list-style-type: none"> ✓ Students can illustrate and write text to express thoughts and ideas. 	<p>Use the text as a springboard to a response – drama, retelling or writing a new story. Use the story as a springboard for:</p> <ul style="list-style-type: none"> • Retelling the story using drama. Use the story frames to review the story. • Retelling the story using Creative Clusters. Creative Clusters encourage students to change the story by making up new problems and/or solutions, changing the way the story ends, etc. One student in the group begins the story, and at a signal, the next student in the group continues the story, until all the students in the group have had a turn. • A drawing and an oral response. The drawing can be collated into a book for shared reading or used as a wall display.

SHARED READING LESSON PLAN

Another Mother by Jill Eggleton, Grade 1

STANDARDS/OBJECTIVES	PLAN
<p>Monday: Day 1 Focus-Comprehension Read and enjoy the story. After reading ask questions to stimulate discussion. Discuss the title and the cover – build anticipation. Read the entire story, using good voice characterizations. It is important to keep the story flowing. Stop only for student interactions that are necessary. After reading the story, ask questions to stimulate discussion.</p>	<p>Read the entire story to the students using expression and voice characterizations.</p> <p>At the end of the story:</p> <p>1. Ask the students: <i>Who were the characters?</i> <i>What can you tell me about them?</i> <i>Where did the story take place? (setting)</i> <i>What was the problem?</i> <i>Was the problem solved? How?</i></p> <p>2. Ask the students: <i>Why did Emu Chick want another mother?</i> <i>How do you know Emu Chick didn't want to be told anything by the birds and the bees? (Because he said, "Mind your own business!")</i> <i>What do you think might have happened to Emu Chick if his mother hadn't been close by?</i> <i>Do you think Emu Chick's mother should have just let him stay alone in the rain?</i> <i>Why do you think that?</i></p> <p>3. Choose a student to pretend to be Emu Chick, Mother Fox, or Snake. Ask the other students: <i>What questions can you ask the ...?</i> You can use – <i>How, Why, When, Where, What, Who?</i></p> <p>4. Say to the students: <i>Emu Chick was afraid of many things.</i> <i>What things are you afraid of?</i> <i>What do you do when you are afraid of something?</i></p>

Tuesday: Day 2

Focus-Vocabulary

Re-read and encourage students to join in. Focus on interesting words. Reread the story, encouraging students to join in during repetitive portions of the text. If an interesting, unusual, or difficult word appears, read the page and then focus on the word. Discuss its meaning. If appropriate, ask students to demonstrate the meaning with actions. Include the word on a WOW WORDS chart.

Stop only on these pages, 3, 7, 11, 17, 19, and 21. After each of these pages, read the rest of the story encouraging students to join in, particularly at repetitive parts.

WOW WORDS

wibbly
wobbly
chirped
buzzed
squawked
cheeky
sneaky
scary
flicking
licking
splish
splashing
wooshing

Page 3:

Read the pages with students.

Focus on the words **wibbly, wobbly, chirped**.

Talk about what they mean. Have students demonstrate the meaning with actions.

Write **wibbly, wobbly** and **chirped** on the **WOW WORDS** chart.

Page 7:

Read the pages with students.

Focus on the words **buzzed and squawked**.

Talk about what they mean. Have students demonstrate the meaning with actions.

Discuss other words that could have been used instead of **buzzed** and **squawked**.

Write **buzzed** and **squawked** on the **WOW WORDS** chart.

Page 11:

Read the pages with students.

Focus on the words **cheeky, sneaky, and scary**.

Ask the students:

What do these words mean?

What other words could have been used instead?

Write **cheeky, sneaky, and scary** on the **WOW WORDS** chart.

Page 17

Read the page encouraging students to join in.

Focus on the words **flicking** and **licking**. Ask the students what these words mean. Have students demonstrate the meaning with actions.

Write **flicking** and **licking** on the **WOW WORDS** chart.

Page 19

Read the page encouraging students to join in.

Focus on the words **splish, splashing, woo, and wooshing**.

Tell students that these are words for sounds.

Have the students demonstrate the meanings with actions.

Write **splish, splashing, woo, and wooshing** on the **WOW WORDS** chart.

Page 21

Read the page encouraging students to join in.

Focus on the words **snuggly, wuggly**.

Make a circle around the word **snug**. Talk about what **snug** and **snuggly** mean. Tell the students **snuggly** and **wuggly** are made up words. Talk about why the author might have made them up.

Wednesday: Day 3

Focus-Flow/Phrasing/Fluency

Talk about the 'clues' that help students read well, like print conventions. Focus student attention on the print conventions and punctuation that appear in the story. Reinforce how these visual clues will help them read with expression. Then have the students join in as you reread the story.

Read the story together and stop only on these pages 3 and 7. Read the rest of the story together after stopping and continue focusing on the clues that help with the reading.

Page 3

Make a circle around the ellipses.

Ask the students:

What are these?

What do they tell you to do? (Pause – something else is coming.)

Make a circle around the quotation marks.

Ask the students:

What are these?

What do they tell you to do? (Change your voice because someone is talking.)

Make a circle around the words **wibbly, wobbly**.

Ask the students:

How are these words different?

Make a circle around the words the Emu Chick chirped.

Ask the students:

Why do you think these words are written like this?

Say to the students:

Read the pages, using the clues to help you read with expression.

Page 7

Make a circle around a comma.

Ask the students:

What is this?

What does it tell you to do? (Take a little rest.)

Make a circle around the exclamation point.

Ask the students:

What is this?

What do it tell you to do? (Read with excitement.)

Make a circle around the words **Not your mother!**

Ask the students:

What do you notice about these words? (bold type)

How will you read them?

Say to the students:

Read the pages and use the clues to help you read with expression.

Thursday: Day 4

Focus-Phonemic Awareness, Phonics, and Word Study

Re-read the text. Encourage the children to join in as you read. Take one spread and focus on letter names and sounds, word families, phonemes and rhyming words. Reread the story together. Reinforce rhyming; the sounds of blends, digraphs, and vowels; words families; contractions; base words and word endings; and plural forms of nouns.

Read to page 22.

Return to pages 12-13.

Say to the students:

We are going to read the whole story together. Remember to use the clues that help you read with expression.

Select a focus:

- Make a circle around the words **Emu Chick**.
Ask the students:
Why do these words begin with capital letters?
- Make a circle around the digraph **ch** in **chirped**.
Ask the students:
What sound does this digraph make?
What other words do you know that start with this digraph?
- Make a circle around the word ending **ed** in **chirped**.
Ask the students:
What is the word ending?
What is the base word?
What is the whole word?
Repeat this activity with **buzzed** and **squawked**.
- Write **snake** on the board. Change **sn** to **sh**.
Ask the students:
What word have a written now?
Repeat with **t, w, b, m, st**.
- Say the phonemes in the word **tree**.
Ask the students:
What sounds do you hear?
Write the sounds on the board.
Ask the students to say them.
Repeat this activity with **not** and **saw**.
- Circle the rhyming words **bees/trees** and **mother/another**.
Ask the students:
What other words rhyme with these words?
- **Ask the students:**
Which words are plural? (bees, trees, birds).
- Circle the contractions **here's** and **that's**.
Ask the students:
What two words does each contraction stand for?
Why does each contraction have an apostrophe?

Friday: Day 5

Focus-Oral, Written and Visual Language/Responding to the Story

Use the text as a springboard to a response – drama, retelling or writing a new story. Use the story as a springboard for:

- Retelling the story using drama. Use the story frames to review the story.
- Retelling the story using Creative Clusters. Creative Clusters encourage students to change the story by making up new problems and/or solutions, changing the way the story ends, etc. One student in the group begins the story, and at a signal, the next student in the group continues the story, until all the students in the group have had a turn.
- A drawing and an oral response. The drawing can be collated into a book for shared reading or used as a wall display.

At the end of the story:

1. Put the students into groups. Ask them to retell the story using either drama or Creative Clusters.
2. Ask the students to draw and write about Emu Chick and something he was afraid of. As an alternative, they can draw and write about something that scared them. Publish the students' work by collating the pages into another book for shared reading, or make a wall display.

