



Shared Reading

Purpose

Shared reading provides an opportunity for students to hear and interact with on-grade-level text. During shared reading, you can introduce readers to a variety of genres and text features. You can model strategic actions and fluent reading as you teach vocabulary and comprehension strategies. You can engage and increase student participation in the shared reading experience by including opportunities for echo, choral, and cloze reading. The same book can be used for several days. Rereading the book provides students with opportunities to learn new skills and strategies. Through shared reading, you can build students' confidence and motivation for reading.

Materials

- Large dry-erase easel or board and marker ([Purchase Here](#))
- Large magnetic letters or letter cards ([Purchase Here](#))
- Sound Box template ([Purchase Here](#))
- Analogy Chart template ([Purchase Here](#))
- Chart paper or interactive white board ([Purchase Here](#))
- Digital Book Closet or appropriate books for your students ([More Info Here](#))

Creating the Lesson Plan

Suggested Schedule: Grades K/1

Day 1	Day 2*
Introduce and Read the Book	Reread the Book
Discuss the Book	Interactive/Shared Writing
Teach	Follow-Up Activities

*Can be extended to three days by revisiting the text and/or extending the written response.

Suggested Schedule: Grades 2/3

Day 1	Day 2	Day 3
Introduce and Read the Book	Finish Reading and/or Reread the Book	Shared/Independent Writing
Discuss the Book	Discuss the Book (with same or different instructional focus)	Teach
Teach	Teach	Follow-Up Activities

Select a Text

Choose a text that is at the instructional grade-level expectation for that time of year. Make decisions based on the strengths and needs of your students.

Select an Instructional Focus for the Lesson

Grades K/1	Grades 2/3
Retell the Story	Ask and Answer Questions
Recall Key Details	Identify Story Elements
Make Connections	Identify Main Idea and Key Details
Ask and Answer Questions	Analyze Characters
Describe Characters	Analyze Relationships
Identify Story Elements	Identify Text Structure
Compare and Contrast Characters or Ideas	Determine Theme
Use Text Features/Illustrations	Summarize the Text
	Distinguish Point of View
	Compare and Contrast Characters or Ideas
	Use Text Features
	Determine Meaning of Words

Introduce the New Book

- Read the title and author's name. Invite students to make predictions based on the title and cover illustration.
- Provide a hook or other motivation for reading the book.

Read the Book

- As you read, point to each word. Keep your pace natural but slow enough for all readers to follow along.
- To increase engagement and to support students who may find the text challenging, determine pages or parts of the text to either choral, echo, or cloze read.
- Model fluency skills.
- Engage students. Pause three to four times to invite students to share their thinking related to the instructional focus.

Discuss the Book

Invite students to talk about the book. Use your instructional focus to guide the discussion.

Fiction	Nonfiction
<ul style="list-style-type: none">• <i>What happened at the beginning, middle, and end?</i>• <i>What are the story elements?</i>• <i>Let's use our fingers to retell this story.</i>• <i>How did the character(s) respond to the problem/events?</i>• <i>What did you learn about the characters (feelings, traits, motives)?</i>• <i>How did the character's feelings change from the beginning to the end of the story?</i>• <i>What does this book remind you of?</i>• <i>Ask literal and inferential questions. Invite students to ask and answer questions (who, what, why, where, when, or how).</i>• <i>Look at the illustration on page __. How does it help us understand the story?</i>• <i>Compare two characters.</i>• <i>What lesson did the character learn? What is the theme?</i>• <i>What is the character's point of view? How is your point of view similar or different?</i>• <i>Summarize the text (S-W-B-S-T).</i>• <i>What new words did we learn? How can we use those words in a sentence?</i>	<ul style="list-style-type: none">• <i>Ask literal and inferential questions. Invite students to ask and answer questions (who, what, why, where, when, or how).</i>• <i>What is the topic of this book? What are the important facts about the topic?</i>• <i>What is the main idea? What are the supporting details?</i>• <i>How is ____ the same as ____? How is ____ different from ____?</i>• <i>Let's look at the text feature or illustration on page __. What did you learn from the illustration?</i>• <i>What is the text structure?</i>• <i>What is the author's point of view?</i>• <i>Summarize the text using key words.</i>• <i>What new words did we learn? How can we use those words in a sentence?</i>

Teach

After you read and discuss the book, select one or two teaching points that students can use when reading books independently.

Options for Teaching Points

Grades K/1	Grades 2/3
Concepts of Print Monitoring Word Solving New Sight Word Phonemic Awareness Fluency	Monitoring Word Solving Sight Words Fluency Vocabulary

Teaching Points	Options
Concepts of Print	<ul style="list-style-type: none"> • Voice-to-Print Match • Concept of a Word • Concept of a Letter • First/Last Letter • First/Last Word • Clap Syllables in a Word • Locate Spaces between Words • Upper-/Lowercase Letters • Punctuation
Monitoring	<ul style="list-style-type: none"> • Display a page and read a sentence, deliberately making an error. • Ask students to find your mistake.
Word Solving	Select a word from the text, and use magnetic letters to demonstrate one of the following actions: <ul style="list-style-type: none"> • Break at onset and rime and read each part (<i>b-at, ch-in, sk-ip</i>) • Break at inflectional ending (<i>look-ing</i>) • Find a known part (<i>for-est, be-gan</i>) • Break apart compound words (<i>some-one, flash-light</i>) • Break at syllables (<i>re-mem-ber, sud-den-ly</i>) • Break at root and affixes (<i>dis-courage-ment</i>)

	<ul style="list-style-type: none">• Use analogies: Select two vowel patterns from the book (e.g., <i>op-ope</i>). Hold up an analogy chart or draw one on an easel. Write a key word for each vowel pattern at the top of the chart (e.g. <i>hop-hope</i>). Say a word such as <i>rope</i>, and have students tell you which key word has the same vowel pattern. Write <i>rope</i> under <i>hope</i> and underline the pattern.
New Sight Word	<p>Select an appropriate high-frequency word in the book.</p> <ul style="list-style-type: none">• Make the word out of magnetic letters and slide a card over the word, showing it letter by letter.• Play What’s Missing?• Mix and Fix: Mix up the letters. Select individual students to help you “fix” the word. Give individual students a large letter card to spell the word. Have them stand in front of the class and make the word with large letters. Mix up the students and then have them remake the word.• Have students write the word with their finger on the table or on the palm of their other hand.• Add the word to the classroom word wall.
Phonemic Awareness	<p>The following activities will help students learn to hear the sounds in words.</p> <ul style="list-style-type: none">• Rhyming Words: Name two words. Have students repeat the words and give a thumbs-up if they rhyme or a thumbs-down if they don’t rhyme.• Clap Syllables: Point to a word in the book and clap the syllables.• Name the Rime: Select a word from the story that has a common rime. Say three words with that rime and ask students, <i>Which part sounds the same (cat-bat-rat: at)?</i>

	<ul style="list-style-type: none">• Make a New Word: Use magnetic letters to make a word from the story (e.g., <i>wish</i>). Hold up a letter and ask what new word can be made by changing the beginning sound (hold up a <i>d</i>; students say <i>dish</i>). Make the new word and repeat the process using a different letter (<i>f-fish</i>).• Sound Boxes: Select a word from the book that has easy-to-hear sounds. Hold up a sound box template or draw a box for each sound on an easel. Ask students to say the word slowly as you run your finger under the boxes. Have students help you spell the word.
Fluency	<ul style="list-style-type: none">• Return to a page that has dialogue. Invite students to reread the page with you, using the voice of the characters.• Return to a page where several characters are talking. Assign a character to specific students or groups. Reread the page as a readers' theater.• Select a page with different punctuation marks. Reread the page together emphasizing how to read the punctuation.• Select a page with a bold word. Reread the page, placing an emphasis on the bold word. Discuss why the author used a bold word.
Vocabulary	<ul style="list-style-type: none">• Reread a sentence that contains an unfamiliar word. Model different strategies for determining the meaning of the word.<ul style="list-style-type: none">- Use clues in the sentence.- Use the illustration.- Use known parts.- Make a connection to a similar word.- Substitute a word that makes sense.- Use the glossary.

Reread the Book

Reread the book one or more times. Each time you read, students will become better able to read along and build fluency. You can select a different instructional focus for the repeated readings.

Write about the Book

Support students as they write about the book. You might do interactive, shared, or independent writing.

Grades K/1 Interactive/Shared Writing	Grades 2/3 Shared/Independent Writing
<p>Dictate a few sentence(s) about the book. Include sight words you have taught in this or previous shared reading lessons.</p> <ul style="list-style-type: none">• Engage students in helping you spell each word. Have students say each word slowly as you target specific sounds to hear and record. Use sound boxes when appropriate.• Display the ABC Chart and have students use it to link sounds to letters. (<i>Which letter makes that sound? Which picture goes with that sound?</i>)• Teach letter formation with a few letters. (<i>Let's write that letter in the air.</i>)• Practice writing the new sight word. When you come to the sight word you taught, have students write it on a white board or paper as you write it in the sentence.	<p>Choose a response format that connects to instructional focus.</p> <ul style="list-style-type: none">• Display the writing prompt.• Make a writing plan with the students.• Do a shared writing or have the students write independently.• Confer with the students as they write.• Possible teaching points:<ul style="list-style-type: none">- Rehearse each sentence before you write it.- Say each word as you write it.- Clap big words and say each part as you write it.- Reread each sentence to check for accuracy.- Use transition words.- Use appropriate punctuation.- Add interesting details.

Follow-Up Activities

Provide students opportunities to revisit the shared reading text.

- If you have a hard copy of the book, place the book in the reading center for students to read with a buddy.
- Assign the digital book so students can read it with or to a family member.
- Make a recording of students reading the book, and place it in the listening center along with a copy of the book (if you have a hard copy).
- Have students draw a picture and write about their favorite part in the book or about something they learned.
- Write the dictated sentence on a sentence strip. Cut it up. Place the cut-up sentence in the reading center or send the sentence home for students to remake.
- Have each student write a page to make a class book about the topic.