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I hope I can help you in some small way.
Please feel free to email with questions 😊

Sincerely,
Karen Haag

Share Reading Lesson Plan Template

- Select students to teach.
- Select a good book to match needs.
- Each student has a copy of the book or text and the teacher has one, too.
- Establish a sense of trust and safety where risk taking is encouraged.
- Give students time to respond to the reading throughout.
- No answer is embarrassingly wrong - or incontestably right!
- Normally, shared reading is about 30 minutes.

“Discuss the title, cover illustration, back cover blurb, and table of contents. By talking about these components briefly in a relaxed setting, students will learn what to expect in a book.”

Ideas to emphasize before reading:

“You can also highlight some key words.” Words:

I DO. “The first chapter, or the first few chapters (or pages), should always be read aloud, with students following along in their own copies.”

Pages:

Turn to a partner and talk.

Questions to be sure to get answered before we move on:

WE DO. “The next session should get students farther into the book. Again the reading aloud of certain segments is the most vital assistance they can receive. To add the variety necessary to keep tempting them to tackle the book on their own, you might use several additional read-aloud strategies.”

- Read the rest of the section aloud
- Echo read the rest of the section
- Students read aloud or silently in pairs assisting each other
- Chorale read
- Students read the rest of the segment silently with you available as a resource for clarification of any problem
- Students listen to the book on tape
- Cloze procedure

“When finished: Discuss open-ended questions that probe what the book said to a particular child: feelings, opinions, reactions, views, hopes, and fears.”

My Questions should they not get answered in the discussion:

YOU DO. “It is important that students be encouraged to read on their own, without interruption, the last section of the book, usually the last 2 chapters (pages). You will be close by if they need you.”

Read pages

“When finished: Discuss open-ended questions that probe what the book said to a particular child: feelings, opinions, reactions, views, hopes, and fears.”

My Questions should they not get answered in the discussion:

Teacher summarizes what we learned today:

OR, student formative assessment where students demonstrate what they learned:

Why Shared Reading is So Important

The primary purpose of any activity should be identical to that of discussion – a deeper understanding and appreciation of the book and a more complete assimilation of its contents into the individual student’s comprehension and sensibilities.

---Adrian Peetoom’s *Shared Reading, Safe Risks with Whole Books*.

We are very conscious of the fact that many of our students have not heard many storybooks before coming to school, and we want to saturate them with storybook language and the joy of books. While any reading programs can teach most children to read, most programs do not teach children to love to read. ---Regie Routman *Transitions*

In skills teaching the teacher tells the learner what to do and then corrects or marks the response. In strategy teaching the teacher induces the learner to behave in an appropriate way and encourages the learner to confirm or correct his own responses – the teacher does not usurp the control which is crucial in mastering a strategy. --- Regie Routman *Transitions*

Shared Reading Lesson Plan

Directions in bold are quoted directly from Adrian Peetoom’s *Shared Reading, Safe Risks with Whole Books*.

I typed my lesson plan for “The Fox and The Stork” as an example of each step [in blue](#).

Norms

- Select students to teach.
- Select a good book to match needs.
- Each student has a copy of the book or text and the teacher has one, too.
- Establish a sense of trust and safety where risk taking is encouraged.
- Give students time to respond to the reading throughout.
- No answer is embarrassingly wrong - or incontestably right!
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Procedures

“Discuss the title, cover illustration, back cover blurb, and table of contents. By talking about these components briefly in a relaxed setting, students will learn what to expect in a book.”

- *Read “The Fox and the Stork” starting on p. 146*
- *Explain boxes in their brains for storing AND retrieving information.*
- *Picture Walk only the cover & make sure they know why. Since prediction is the strategy we’re stressing, looking through the whole book would spoil my lesson.*
- *“One strategy readers use is asking questions before they read so they have a purpose for reading. What are you reading to find the answer to? If you find the answer to your question, what will you do? (Ask a new question.)*
- *Make sure someone mentions “FABLE”.*
- *Make sure someone mentions “RETOLD BY”.*

“You can also highlight some key words.”

- *Teach students how to use page 145, “Words You Will Use”. One strategy readers use when they can't figure out a word is to remember where they saw that word before. You can turn back to page 145 to remember these words.*
- *Where else can you look to find words if you get stuck?*

DO. “The first chapter, or the first few chapters (or pages), should always be read aloud, with students following along in their own copies.”

- *Read aloud to page 155.*
- *Model how to talk to a partner to discuss questions and feelings.*
- *Ask students to turn and talk to a partner to discuss your questions and feelings.*

It's very important to provide time for discussion after this reading. A few well-formulated questions should get students to review what has happened in the first section, and to anticipate how the rest of the story (or argument) may develop.

1. *Model how one partner talks to the other – not by retelling the story, but by discussing questions, feelings, reactions, and predictions.*
2. *Turn to your partner and discuss what you think is going to happen next. Readers make predictions about what happens in stories, so each of you should make a prediction.*
3. *Group Discussion after Partner Talk to ask should they not get discussed.*
 - *Did anyone ask a question that got answered?*
 - *Did anyone ask about the word slurp?*
 - *Did anyone talk about why the stork could not eat the soup?*
 - *Did anyone discuss fox's motivation?*
 - *Why did the fox serve the soup in a flat bowl?*
 - *Do friends do that?*
 - *Do you think fox should feel very smart?*

WE DO. “The next session should get students farther into the book. Again the reading aloud of certain segments is the most vital assistance they can receive. To add the variety necessary to keep tempting them to tackle the book on their own, you might use several additional read-aloud strategies.”

- Read the rest of the section aloud
 - Echo read the rest of the section
 - Students read aloud or silently in pairs assisting each other
 - Chorale read
 - Students read the rest of the segment silently with you available as a resource for clarification of any problem
 - Students listen to the book on tape
 - Cloze procedure
1. *Chorale read p. 156 with me.*
 2. *Talk! Who thought Stork would invite Fox to dinner?*
 3. *Turn to your partner and talk about what you think will happen at that dinner?*
 4. *Line up to show whether you think the stork should get back and fox on this side of the room. If you think stork should be kind to fox, line up on this side of the room.*
 5. *Choose 4 people to express why they lined up the way they did. Tell students that they can move to the other line if the argument convinces them to think differently.*

YOU DO. “It is important that students be encouraged to read on their own, without interruption, the last section of the book, usually the last 2 chapters (pages). You will be close by if they need you.”

Read pages 158-162 silently to enjoy the ending.

“When finished: Discuss open-ended questions that probe what the book said to a particular child: feelings, opinions, reactions, views, hopes, and fears.”

My questions should they not get answered in the discussion:

- *What was your prediction and did it come true?*
- *What did we say that a fable is?*
- *How is this story a fable? (What lesson did the author want us to learn?)*
- *Look at page 161. How can a reward be a bad thing?*
- *How would you feel if you were fox?*
- *What will happen the next day?*