

The Shared Reading Plan for Pre-Alphabetic/Early Readers

Day	Component	Activity	Learning
1	Oral Language (poem hidden)	<ul style="list-style-type: none"> • Memorize-Orally teach the poem for students to memorize. • Vocabulary- teach vocabulary orally • Part of speech: get students to identify actions (verbs), etc. • Visualize- have students be able to understand what the words mean • Act It Out! have students create actions/gestures for a few words to help with memory. • Ask a thought provoking question 	<ul style="list-style-type: none"> • Memory • Vocabulary • Grammar • Visualize
2	Concepts of Print (poem is revealed!)	<ul style="list-style-type: none"> • Show students the poem with dots under each word • Recite memorized poem line by line, touch dot for each word • Count the words 	<ul style="list-style-type: none"> • Left to right • Words and spaces • Return sweep
3	Phonological Awareness (poem displayed)	<ul style="list-style-type: none"> • Syllable Fun: clap out syllables in certain words; say syllables separately, students blend together; deletion & addition of syllables, students respond by omitting or adding syllables. • Rhyming: have students identify rhymes; say 3 rhyming words- students echo; and then, provide onset, students say rhyming word- (ie-quick, stick, thick, l....) 	<ul style="list-style-type: none"> • Syllable blending and segmentation • Syllable deletion • Rhyme expression
4	Representing Phonemes with Letters (poem displayed)	<ul style="list-style-type: none"> • Post-its are placed over a few initial letters and a few final letters (covered up) • <i>Teacher</i>: "Somebody ATE our letters!" • Use a BODY STRETCH for students to Identify the first (or last) sound in the word that is missing its letter: 1) Identify sound; 2) Identify letter; 3) Write the letter 	<ul style="list-style-type: none"> • Final Sound • Sound/symbol • Handwriting
5	Deep Comprehension (poem displayed)	<ul style="list-style-type: none"> • Use CROWD Prompts(closed, recall, w/wh questions & distancing) • To elicit higher level thinking ask- What if? How? questions • Review vocabulary & apply it • Let's Create a different ending! 	<ul style="list-style-type: none"> • Memory • Vocabulary • Grammar • Visualize • Higher Level Thinking

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Title: *Jack Be Nimble* (example 1)

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1	Oral Language (poem hidden)	<p>“We have a class poem that I want you to know- It’s about a boy named Jack- Say Jack be nimble- echo, nimble means fast, are you fast? Say- Jack be nimble- echo</p> <p>Say Jack be quick- echo, Is quick another word for fast? Is quick another word for nimble? Say- Jack be quick- echo.</p> <p>Say- Jack jumped over the candlestick- echo. What did he do? (jump) where did he jump? (over a candlestick) Why did he jump fast? (because he didn’t want to get burned) Is the candle lit? Can you picture him jumping over the candlestick? Let’s all jump OVER the candlestick.</p>	<p>Memory</p> <p>Vocabulary</p> <p>Grammar</p> <p>Visualize</p>
2	Concepts of Print (poem revealed)	<ul style="list-style-type: none"> • Show students the poem with dots under each word • Recite memorized poem- line by line by touching the dot for each word • Count the words 	<p>Left to Right</p> <p>Words & spaces</p> <p>Top to bottom</p> <p>Return sweep</p>
3	Phonological Awareness (poem displayed)	<ul style="list-style-type: none"> • Say Jack-echo, let’s clap out the syllables; say nimble- echo, clap out the syllables; say candlestick- echo, clap out, clap out again while you count with fingers to show 3. • Say nim: echo: say \bl\: echo -put it together- nimble (nimble means fast) • Say candle: echo; now say it again but don’t say \dl\ (can) • Let’s rhyme:quick, stick, thick, \L\(\ick); quick, stick, lick, \s\(\ick); quick, stick, sick, \ch\(\ick) 	<p>Syllable blending & segmentation</p> <p>Syllable deletion</p> <p>Rhyme</p>
4	Representing Phonemes with Letters (poem displayed) “Somebody ATE our letters!”	<p>(Students see poem -it has a few initial letters and a few final letters missing or covered up)</p> <p>T:“Oh no- someone ate part of our poem! They ate some letters! They ate some initial (first) letters and they ate some final (last) letters! Let’s figure it out!</p> <p>“We know this word is Jack- let’s find out what they ate! /jack/</p> <p>Everyone say /j/-echo; look at a partner and say /j/. What are your lips doing?”</p> <p>“What letter says /j/? OR /j/ is the letter J”</p> <p>“Let’s make that letter in the air.” (repeat)</p> <p>“Who would like to come up and write the letter J on the POST IT so we can fix or poem?”</p>	<p>Initial Sound</p> <p>Final Sound</p> <p>Sound/symbol</p> <p>Handwriting</p>

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Title: *Tiddely Pom* by A.A. Milne (example 2)

Day	Component	Activity	Learning
1	Oral Language (poem hidden)	T:” I would like to introduce you to one of my favorite winter poems. It is about Winnie the Pooh and Piglet taking a walk in the snow. As they saunter (walk slowly) in the snow, Pooh is expressing how cold his toes are growing while Piglet tags along and creates a rhythm for the poem by saying the funny words ‘tiddely pom.’ Repeat after me, “tiddely pom” Let’s tap our legs and say the words, tiddley pom. We are going to create a beat to this poem as we say tiddely pom...”Why do you think Piglet & Pooh are walking in the snow?” What is Piglet doing? Where do you think they are going?	Memory Vocabulary Grammar Visualize
2	Concepts of Print (poem revealed)	<ul style="list-style-type: none"> Show students the poem with dots under each word Recite memorized poem; line by line by touching the dot for each word Count the words 	Left to Right Words & spaces Top to bottom Return sweep
3	Phonological Awareness (poem displayed)	<ul style="list-style-type: none"> Say tiddely- echo; let’s put our fist under our chins to see how many times it drops. Say tid-del-y. “Our chins drop 3 times so that means there are 3 syllables!” Say Pom- echo; Say pom without the /p/ (om) Say snow - echo. Add/ -ing/ to the end of snow. Our new word is (snowing). Let’s rhyme: toes, nose, rose, /h/(ose) ; hose, snows, bows, /bl/ows) pom, bomb, Tom,/m/ (om) ; mom, prom, /ch/(om) 	Syllable blending & segmentation Syllable deletion Rhyme
4	Representing Phonemes with Letters (poem displayed) “Somebody ATE our letters!”	<p>Poem has the following missing letters: initial letters: <u>t</u>iddley, <u>g</u>oes, <u>n</u>obody, <u>c</u>old; final letters: po<u>m</u>, col<u>d</u></p> <p>T:“Oh no! Someone ate part of our poem! They ate some letters! They ate some initial (first) letters and they ate some final (last) letters! Let’s figure out what was eaten.”</p> <p>Read through poem line by line to determine what letters are missing.</p> <p>T: “The more it snows, _iddley pom. It’s not’ _iddely pom’, it’s ‘tiddely-pom!” We hear the /t/ at the beginning of tiddely. What letter makes the /t/ sound?...”</p>	Initial Sound Final Sound Sound/symbol Handwriting
5	Deep Comprehension (poem displayed)	T:”Pooh and Piglet saunter in the snow. As they walk slowly, Pooh’s toes get colder and colder. Have you ever noticed that when you keep thinking about something it gets harder and harder or it may get better & better? What could Pooh do to solve his problem? Have you ever had a problem you kept thinking about and as you continued to think about it, it seemed to get worse and worse? Could you explain what that problem was and what you could have done to solve it? It’s important to know how to change directions and solve a problem. We can do this in school. Let’s think of some problems & solutions. e.g. We ran out of paper in our classroom. What can we do? I have a terrible cold and can’t attend school. I miss my friends, teachers, and the fun activities we do at school. What can I do? I am so bored at home	Memory Vocabulary Grammar Visualize Higher Level Thinking

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