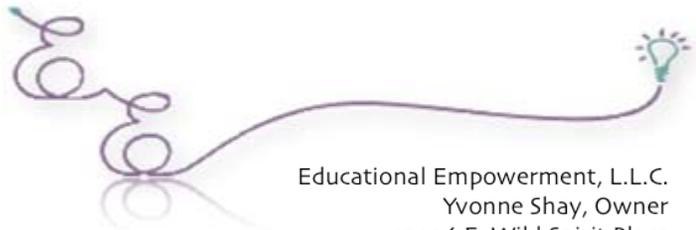


*Prepared by*



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# Shared Reading and Focus Poetry

## Coaching Booklet



by  
**Yvonne Shay**

*“Enjoyment of the experience is paramount. Personal satisfaction from and the enjoyment of the story as well as the conviction that reading is worthwhile and that it is for them personally, should be the long term effect of any shared book experience.”*

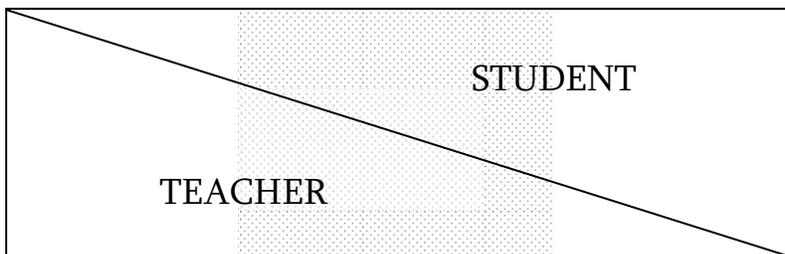
Margaret Mooney, 1990

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This booklet has been developed to assist teachers while they are learning to incorporate the processes and strategies of Shared Reading and Focus Poetry into their literacy routines.

**Some important things to remember are:**

1. Students and teacher sit close together on a carpeted section of the classroom.
2. A chart stand with paper, a big book or enlarged text, markers and highlight tape are important tools for teaching Shared Reading.
3. Select a text that will engage students because it will be reread a number of times (usually five times).
4. A Shared Reading and/or Focus Poetry session should be 20 minutes or less.
5. Shared Reading and Focus Poetry are designed to engage students in the reading process at high levels of cognition and interaction.
6. The Gradual Release of Responsibility



Shared Reading is Here

## Notes

# Planning for a Focus Poem

Date \_\_\_\_\_

Poem Title \_\_\_\_\_ Author \_\_\_\_\_

Instructional Focus \_\_\_\_\_

Supports \_\_\_\_\_ Challenges \_\_\_\_\_

\_\_\_\_\_

Day 1 * Introduction	Objective:
<i>Establishing Prior Knowledge, genre, reading strategies</i>	
Day 2 * Vocabulary	Objective:
Day 3 * Concepts of Print and/or Language Skill	Objective:
Day 4 * Poetic Conventions	Objective:
Day 5 * Poetry Notebook	Objective:

# The Basic Formula

## DAY 1 – TEACHING POINT: ENJOYMENT AND COMPREHENSION

### Before Reading

- ★ Discuss what students already know (about text, genre, author, title, the pictures, etc.).
- ★ Teach comprehension strategies

### During Reading

- ★ Comprehension questions or prompts
- ★ Fun engaging interaction

### After Reading

- ★ Discuss the comprehension strategy you used to comprehend the text
- ★ Discuss how students can transfer what they have learned to their independent reading.

## DAY 2 – TEACHING POINT: VOCABULARY

### Before Reading

- ★ Activity to focus students on vocabulary
- ★ Focus students on some aspect of vocabulary during the reading (purpose)
- ★ Discuss what has been learned from the text during previous readings

### During Reading

- ★ Read and discuss vocabulary

### After Reading

- ★ Discuss vocabulary and how students will use what they learned independently

## DAYS 3 & 4 – TEACHING POINT: CONCEPT OF PRINT, CONCEPT OF LITERATURE

(skills and concepts from language arts and or reading standards)

### Before Reading

- ★ Discuss what has been learned from the text during previous readings
- ★ Discuss the purpose for this reading

### During Reading

- ★ Utilize the context of the story to help with teaching the skill or standard

### After Reading

- ★ Discuss the skill and how it will help students read and/or write better.

## DAY 5 – TEACHING POINT: RESPONSE

(deeper comprehension, art, movement, higher level thinking)

### Before Reading

- ★ Discuss what has been learned from the text during previous readings.
- ★ Focus students on the lesson for today (purpose).

### During Reading

- ★ Story elements
- ★ Personal reaction and responses
- ★ Sequence
- ★ Rewriting (Innovation)
- ★ Acting out
- ★ Reader's Theater

### After Reading

- ★ Create a class book
- ★ Art response
- ★ Mural
- ★ Graphic Organizer

## Planning for a Non-Fiction Shared Book

Date \_\_\_\_\_

Book Title \_\_\_\_\_ Author \_\_\_\_\_

Instructional Focus \_\_\_\_\_

Day 1 * Book Introduction	Objective:
<i>Genre, text structure, book components , knowledge of the subject, graphic organizer</i>	
Day 2 * Vocabulary	Objective:
Day 3 * Literary, Grammar or Subject Area Skill	Objective:
Day 4 * Literary, Grammar or Subject Area Skill	Objective:
Day 5 * Response (Probe or Research Project)	Objective:

## Planning for a Shared Reading

Date \_\_\_\_\_

Book Title \_\_\_\_\_ Author \_\_\_\_\_

Instructional Focus \_\_\_\_\_

Day 1 * Book Introduction	Objective:
<i>Establishing prior knowledge, genre, reading strategies</i>	
Day 2 * Vocabulary	Objective:
Day 3 * Literary, Grammar or Subject Area Skill	Objective:
Day 4 * Literary, Grammar or Subject Area Skill	Objective:
Day 5 * Response (Writing, Drama, Art or Research)	Objective:

## WHAT IS SHARED READING?

Shared Reading is a collaborative language activity modeled after the bedtime story. It involves a teacher and a large group (class) of students sitting closely together to share the reading and re-reading of enlarged text. It is designed to enable students to learn to read by interacting with enjoyable, purposeful, and meaningful reading experiences.

Some instructional routines are:

- ★ Introduce the story by showing the cover and discussing the illustration and title. Invite the students to predict what they think the story should be about. Read the story with obvious enjoyment, pausing briefly to confirm a prediction, invite further prediction, or to think “out loud.”
- ★ Read it again, inviting students to join in wherever they can. Withdraw your voice to let them take over highly predictable parts of the text or emphasize rhyme and rhythm by inviting them to tap the beat, clap the rhythm, complete a rhyme, etc.
- ★ Return to the book on subsequent days for re-reading. Encourage the students to take over more and more of the text. Use the book to teach a skill or strategy in context.
- ★ Use the book to engage students in thinking like proficient readers.
- ★ Making the book available for paired and/or independent reading.

A shared book session should always begin with a joyous revisiting of the text to build up enjoyment and expectation before focusing on explicit teaching points.

### What Does the Teacher Do?

The teacher provides a think-aloud and read-aloud demonstration of the reading process and encourages students to join in wherever they can. The teacher uses shared reading to:

- ★ Demonstrate book and print concepts
- ★ Demonstrate effective reading strategies
- ★ Model how to read increasingly complex texts
- ★ Show how to read for difficult purposes
- ★ Engage students in writing decisions
- ★ Show how to think like an effective reader
- ★ Encourage the students to get inside the writer’s and illustrator’s head
- ★ Provide implicit and explicit instruction in skill and strategy use
- ★ Involve students in searching, checking, and self-correcting

## What Do the Students Do?

Students are involved in predicting what the text will be about and are invited to join in and read along. During the first reading the students mainly focus on listening and watching. During subsequent readings the students are encouraged to join in and share all aspects of the reading experience.

Students will:

- ★ Actively participate
- ★ Join in a repetitive refrain
- ★ Supply a rhyming word
- ★ Complete a predictable sentence
- ★ Take over the reading of teacher selected dialogue
- ★ Take turns with the teacher
- ★ Read along with the teacher
- ★ Take over the reading of portions of the text
- ★ Discuss skills and strategies
- ★ Create innovations or rewriting of the text
- ★ Internalize the reading process and text content

As students become familiar with the text, they will take over more and more of the reading until most of them are reading it independently.

Texts should be continuously available for long periods because they can be revisited by students who are at different levels of independence.

The opportunity for students to return frequently to re-read a wide variety of familiar material allows them to:

- ★ Negotiate more complex patterns of print
- ★ Read books with increasing levels of independence
- ★ Internalize and consciously utilize effective reading strategies

## Features of Text to Use for Shared Reading

- ★ Strong story lines with experiences that are familiar to students
- ★ Factual experiences told through clear writing and organization and supported by photographs or realistic pictures
- ★ Lively, rhythmical language
- ★ Illustrations that support and extend the text
- ★ Dialog so students can participate
- ★ Humor
- ★ Action packed plots
- ★ Memorable characters and language

## Character Map

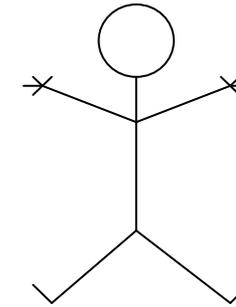
Character: \_\_\_\_\_

Title of Story/Novel: \_\_\_\_\_

What he or she thought: \_\_\_\_\_

How he or she felt:

\_\_\_\_\_  
\_\_\_\_\_



What he or she did:

\_\_\_\_\_  
\_\_\_\_\_

Where he or she went: \_\_\_\_\_

How he or she changed: \_\_\_\_\_

## Tricky Word Strategy

### What to do?

Check the picture.

Think what would make sense.

Look at the first letters. What word would fit here?

Back up and try again.

Skip the word and go on to the end of the sentence. Then come back and try again.

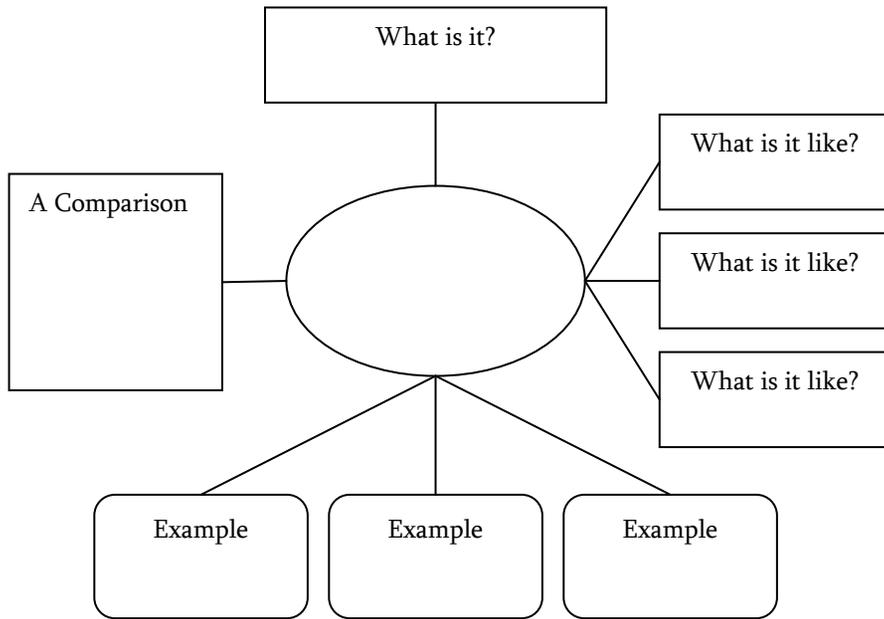
Put in something that makes sense.

If necessary...just go on, or ask someone.

Then, try to sound out the word in chunks and/or see if you can figure out what the parts of the word mean.

Back up and try the word again.

## Concept Map



## Concept Map

Title: \_\_\_\_\_

Setting	Characters
Problem	
Events	
Solution	

## ASPECTS TO CONSIDER

### Decide on the Focus

- ★ Build upon students' interests and needs.
- ★ Introduce, develop or extend a genre, theme or unit.
- ★ Meet a new or revisit a familiar author and/or illustrator.
- ★ Provide a model for writing.
- ★ Demonstrate and extend effective reading behaviors.

### Select an Appropriate Book

- ★ How does it support the focus?
- ★ What are the elements of interest and need?
- ★ In what ways does it provide sufficient challenges?
- ★ What skills can be reinforced or learned in context?
- ★ What genre' do students need exposure to?

### Before Reading (use what is appropriate for the students)

- ★ Discuss students' prior knowledge
- ★ Relate the story to student's interests and experiences.
- ★ Examine the front and back cover illustrations.
- ★ Discuss the author and illustrator.
- ★ Dip into the text to stimulate interest.
- ★ Focus students on the purpose of the reading.
- ★ Teach or review a comprehension strategy.

### Reading the Text

- ★ The first reading should be lively with few stops.
- ★ Use the illustrations or other prior knowledge to infer and predict
- ★ Use expression to highlight vocabulary and refrain.
- ★ Focus students' attention to the teaching point of the day.

### Returning to the Text

- ★ Encourage participation.
- ★ Recall vocabulary, ideas and information.
- ★ Teach skills in context.
- ★ Observe students reading behavior.
- ★ Ask higher level thinking questions to encourage deeper thinking.

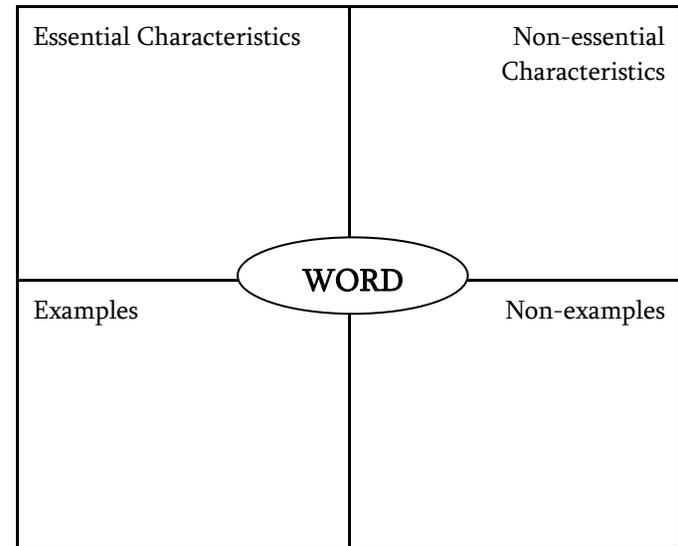
## The Details for Fiction

### DAY 1 - TEACHING POINT: COMPREHENSION

**Before Reading** (spend sufficient time in this activity)

- ★ Create or review an anchor chart with a comprehension strategy (see comprehension strategy section).
- ★ Tell the students the purpose of today's lesson
- ★ Begin by saying "Do you know what good readers do?"
- ★ After getting input from students, tell them what we are going to use today to read this book is what good readers use.
- ★ Write *What, Why and How* on the chart and write the information (after you tell it to the students) about the comprehension strategy you are teaching.
- ★ Demonstrate or ask students to use the comprehension strategy during the reading. (Using schema, inferring, questioning, determining importance, synthesizing/retelling, using fix up strategies, mental images)
- ★ Use the title, author, illustrator and cover as tools to identify genre' and to infer what the book will be about.
- ★ You can use a list of vocabulary as a tool for students to predict.
- ★ You can use the book to teach students what an author, an illustrator, and publisher are. After students can name these aspects of text, show them see how this information helps them infer more accurately about the text.

## Frayer Model



## Semantic Feature Analysis

	Characteristics						
Categories							

# What are Anchor Charts

Anchor charts are large chart paper sheets in which key teaching points, ideas, graphic organizers and/or responses are written by the teacher. These charts are created with students to capture the key learning of the lesson, to serve as a visual reminder to the students, and a teaching tool for the teacher. Anchor charts should have a few words, pictures or icons and be written in two or more colors.

## Graphic Organizer and Activities

### Story Pyramid

\_\_\_\_\_

One word about the main character

\_\_\_\_\_, \_\_\_\_\_

Two words describing the setting

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Three words telling the problem

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Four words about an event

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Five words about the solution

### During Reading

- ★ Read the story with feeling, interest and honor for the piece. Read slowly enough for the meaning and the sounds of the language to engage the students.
- ★ Invite the students to follow along with their eyes. (Your voice is the only voice on day one so you can model fluent reading, inflection, pausing, etc.)
- ★ Do not interrupt the flow of the piece too often or for too long on the first day though periodic pauses with questions or discussion can add drama and interest to the reading.
- ★ Focus your questions or comments on the comprehension strategy you are teaching or reviewing. (Examples: What is your schema for realistic fiction? Using your schema and what the author says, can you make an inference?)
- ★ Use **covert** (e.g. Close your eyes and visualize, think, imagine) and **overt** (writing on white boards, talking with a partner, sharing with the whole group) active participation during the reading.

### After Reading

Ask students to share their thinking...

- ★ What did you like most about this text and why?
- ★ What does it remind you of?
- ★ Compare and contrast this text with other texts...that this author wrote; that we have read on this subject; that remind us of this text?
- ★ What lessons or message did the text speak to?
- ★ Why do you think the author wrote this text?
- ★ Was there a theme or message that was repeated throughout the text?
- ★ How did the text compare to our predictions and inferences?

Ask students to share with a partner or in a discussion...

- ★ What did you learn that will help you as a reader?
- ★ How can you use what we learned today in your independent reading?

## The Details for Fiction

### DAY 2 – TEACHING POINT: VOCABULARY

#### Before Reading

- ★ Review and discuss what has been learned from the text during previous readings.
- ★ Tell the students the purpose of today’s lesson (vocabulary)
- ★ Explain to students the importance of words (their sound, prefixes, suffixes, derivatives, meaning) to good readers.
- ★ Some possible ways to explore vocabulary are...
  - ☆ Ask students to watch for interesting, tricky or unknown words while you read – then return to the text and discuss the meaning, pronunciation, word parts and/or context clues of a select few of those words.
  - ☆ Select vocabulary from the text and discuss the meaning before the second day’s reading and have the students look for the words while you read. Have them identify them and confirm or revise the meaning from the context.
  - ☆ Return to selected sections of the text. Students can highlight, pronounce and discuss words that have particular rimes, onsets, prefixes and/or suffixes and make connections.
  - ☆ Return to selected sections of the text to highlight rhyming words, onomatopoeia’s, verbs, nouns, multi-syllabic words, etc.
  - ☆ Cover words in the text – use the Tricky Word Strategy to figure them out. \*See activities
  - ☆ Create words cards, hand them out to students and have students signal when you read the word in the text.
  - ☆ Find word wall words and highlight them with highlight tape.
  - ☆ Use a high utility rime from the text to create a word family list.
  - ☆ Stop, snap, and clap or segment multi-syllabic words.

#### After Reading

- ★ Ask students to tell a partner all that they learned today. (e.g. list the words, talk about new words, discuss the strategy)
- ★ Have students discuss how this will help them as readers.
- ★ Did they learn anything more from the text today?
- ★ Did they like it more the second reading: why or why not?
- ★ How does rereading a text help us understand better?

## Comprehension Strategies

### SYNTHESIZING/RETELLING

#### What

Recalling the events or the information in the text and combining it with information from other sources or contexts to understand the text in a new way.

#### How

Before, During and After Reading

- ★ Retelling the story in connection to a larger theme, idea or to understand it better.

#### Why

Student responses about why this strategy is important to them as readers

### MONITORING MEANING AND USING FIX-UP STRATEGIES

#### What

The reader asks herself, “Does this make sense?” If the text doesn’t make sense, the reader uses a strategy to regain meaning

#### How

- ★ slow down
- ★ reread
- ★ reread asking a question
- ★ figuring out an unknown word
- ★ stopping to visualize or connect

#### Why

Student responses about why this strategy is important to them as readers

# Comprehension Strategies

## DETERMINING IMPORTANCE

### What

Making decisions about what content is most important. Finding the theme or most important ideas or points of a text.

### How

Before, During and After Reading

- ★ Consciously stopping to ask: What is the important idea the author wants to communicate? What is the key information?
- ★ The reader asks: What is important here? What is the author trying to say? What ideas are repeated throughout the text?

### Why

Student responses about why this strategy is important to them as readers  
*Examples: Helps them stay engaged, Helps them find the main idea, Helps them remember*

## EVOKING MENTAL IMAGES

### What

The reader experiences, through the senses, the events of the text. The reader visualizes, smells, tastes, feels, and/or hears what is going on in the text.

### How

Before, During and After Reading

- ★ Stop and consciously see, or hear what the author is describing.
- ★ Experience the events and the emotions of the characters.
- ★ Ask “How would I feel if this...”

### Why

Student responses about why this strategy is important to them as readers

# The Details for Fiction

## DAYS 3 & 4 – TEACHING POINT: CONCEPTS AND/OR SKILLS

### **Before Reading**

- ★ Discuss what has been learned from the text during previous readings.
- ★ Tell the students the purpose of today’s lesson (e.g. Today we will be looking at dialog. What is dialog? How can you identify it?)
- ★ Focus students’ attention on the skill or concept (e.g. We will read today to determine the main character’s feelings and emotions or pay special attention to the quotation marks in the text. Does my voice change? How?)

### **During Reading**

- ★ Read the text encouraging students to join in during selected parts as a class, in groups or specific individuals.
- ★ If the text is longer – select the sections you will read, to highlight and teach the skill or concept you are teaching.
- ★ If the text is shorter, read the text then return to the selected sections to highlight, teach and discuss.
- ★ Create a graphic organizer and using it during the reading is also helpful.
- ★ The text is a supportive scaffold for students so utilize it to help teach the skill.

### **After Reading**

- ★ Discuss the skill learned today in a group or with partners.
- ★ Ask them how the skill will help them as readers and/or writers.
- ★ Complete the organizer that was started during reading.
- ★ Discuss any changes in comprehension of the text that may have occurred over the three or four days.

## Examples

- ★ Innovating on a story – Three Little Prairie Dogs (from the Three Little Pigs), Doggy, Doggy Run (from Witchy, Witchy Fly)
- ★ Using graphic organizers – Story Maps, Character Maps, Classifying T-Charts, Character Feelings Timeline, Story Pyramid, Character Pyramid
- ★ Creating games or charts – Sentence strips with main events for sequencing created with the students after reading, shared writing a letter to the author or character.
- ★ Creating Murals or illustrations for the story the story with retelling
- ★ Designing a new cover
- ★ Using the story to create a readers' theatre
- ★ Acting out the story.

## The Details for Fiction

### DAY 5 – TEACHING POINT: RESPONSE

#### Before Reading

- ★ Discuss what has been learned from the text during previous readings.
- ★ Tell the students the purpose of today's lesson (e.g. We will be creating an innovation of this text today. We will be using the story line and pattern but we will decide on a new setting, characters and problems so think about it while I read it for the last time.)
- ★ Begin creating a graphic organizer, or writing or a chart if needed.

#### During Reading

- ★ Focus students on the parts of the story that will be helpful to accomplish the objective.
- ★ Discuss with the group key elements of the story that will assist with the response.
- ★ Focus students attention on the illustrations, border or art technique if students will be doing an art response.

#### After Reading

- ★ Ask questions about the content that students need for the response.
- ★ Demonstrate the technique that students will be doing if it is an artistic response.

# Comprehension Strategies

## MAKING INFERENCES

### What

Creating personal meaning, my schema; what I already know plus the author's words helps me make a guess (inference) about what will happen next or what point the author is making.

Schema + Author = Inference

### How

Before, During and After Reading

- ★ Ask: What do I know? What is this author saying? What do I think? What next? What is she trying to say.

### Why

Student responses about why this strategy is important to them as readers

## ASKING QUESTIONS

### What

Forming questions in the reader's mind to determine the purpose for reading and to focus thinking deeper about the text.

### How

Before, During and After Reading

- ★ Formulate questions about the text, author and characters to focus your mind.

### Why

Student responses about why this strategy is important to them as readers

# Comprehension Strategies to Teach During Shared Reading

## USING SCHEMA

### What

What we already know that we bring to the reading. The connections we making during reading

- ★ Text to Text
- ★ Text to Self
- ★ Text to World

### How

Before Reading

- ★ Read the title.
- ★ Look at the cover.
- ★ Read the author.
- ★ Ask: What schema do I have for this? What do I already know?

During Reading

- ★ Think: What does this remind me of? What connections can I make?

After Reading

- ★ Think: What do I know now? What connections can I make now?

### Why

- ★ Student responses about why this strategy is important to them as readers *-Example: Makes them smarter*

## The Details for Non-Fiction

### DAY 1 – TEACHING POINT: TEXT STRUCTURE and/or COMPREHENSION

#### **Before Reading**

- ★ Ask students what they already know about the topic.
- ★ Tell the students the purpose of today's lesson
- ★ Ask students what they know about non-fiction text (e.g. text features, parts of a book, factual text)
- ★ Use a graphic organizer to initiate the reading (see activity section).
- ★ Develop questions to guide the reading.
- ★ Use an anchor chart to note questions or to create a graphic organizer.

#### **During Reading**

- ★ Use the index, glossary and table of contents to find answers to the students' questions.
- ★ Skim and scan the book for answers located in pictures, captions, labels, diagrams, etc.
- ★ Note new learnings and additional questions that come up.

\*Note – you may not read the entire text.

#### **After Reading**

- ★ Review the content learned.
- ★ Discuss how the book was used to find the answers.
- ★ How will the processes we used help you as a reader?

## The Details for Non-Fiction

### DAY 2 – TEACHING POINT: VOCABULARY

#### Before Reading

- ★ Review previous day's learning
- ★ Review the chart created yesterday.
- ★ Discuss any vocabulary encountered on day one.
- ★ Tell students the purpose of today's lesson.

#### During Reading

- ★ Utilize the questions and the parts of the book to find answers to the questions.
- ★ Focus attention on the vocabulary encountered.
- ★ Utilize the glossary (if the book has one).
- ★ Note italicized words and the definition in the text if the book has this feature.

#### After Reading

- ★ Utilize a concept map or the Frayer Model to teach a major concept or vocabulary word.
- ★ Discuss the new vocabulary learned.
- ★ Discuss how the book's features or parts were helpful.
- ★ Discuss how to use non-fiction text during independent reading or during research.

### DAYS 3 & 4 – TEACHING POINT: SKILLS/ CONTENT

#### Before Reading

- ★ Continue to use the anchor chart of questions to review what has been learned.
- ★ Tell the students the purpose of each day's lesson.
- ★ Use the parts of the book to locate where to read to find what we want to find out.

## Ideas for Extending Focus Poetry into Poetry Centers

#### Focus Poetry Big Book

- ★ Collect completed Focus Poems and staple into a big book with a cover labeled "Focus Poetry". This becomes independent and partner reading.

#### Skill Detectives

- ★ Instruct the students to search this week's Focus Poem (the completed Focus Poem Puzzle, their own Focus Poetry book or the Focus Poetry big book) to find a current grammar skill the class is investigating. Then they write their ideas on a class chart created/labeled for this purpose.

#### Focus Poem Puzzles

- ★ Rewrite the Focus Poem onto large tag sheet. Ask students to create borders and illustrate it with colored markers. Cut it up into puzzle pieces. Store with the original poem as a guide.
- ★ Paste 8 ½ x 11 size copies of the poem on construction paper. Put them at a literacy center for the students to decorate and cut apart. The class can participate in creating individual puzzles as well as putting together puzzles that other students created.

#### Focus Poetry Journals

- ★ At this center students may read independently or with a partner Focus Poetry Journals.

## Suggested Sequence Focus Poetry

### DAY 5 – TEACHING POINT: TEACHING COMPREHENSION/RESPONSE

#### **Before Reading**

- ★ Discuss what has been learned from the poem already this week.
- ★ Focus students on the structure and the meaning of the poem. (purpose)

#### **During Reading**

- ★ Read the poem together

#### **After Reading**

- ★ Provide a photocopy of un-illustrated poem to each child allowing her to illustrate as desired.
- ★ Glue into poetry book
- ★ Illustrate, paint, or create a border that reflects your understanding of the poem's message.
- ★ Send the poetry booklet home often to share with family (optional)

#### **Suggestions**

- ★ Use removable highlighter tape to highlight special concepts such as: capital letters, prefixes, suffixes, rhymes, root words, adjectives, nouns, verbs, and punctuation.

## The Details for Non-Fiction

### DAYS 3 & 4 – TEACHING POINT: SKILLS/ CONTENT (CONTINUED)

#### **During Reading**

- ★ Read to find out the answers to questions noting whether the answer is there.
- ★ Read while always focusing students on the teaching point (e.g. how diagrams or charts give us information as well as the text.).
- ★ Have students discuss to remember information (Read, Cover, Remember, Retell)

#### **After Reading**

- ★ Discuss what was learned
- ★ Discuss how it was learned
- ★ Add to anchor chart if needed.

### DAY 5 – TEACHING POINT: RESPONSE

#### **Before Reading**

- ★ Review previous day's learnings
- ★ Tell students the purpose of today's reading.

#### **During Reading**

- ★ Show students examples of what you will be doing (e.g., creating a diagram)
- ★ Discuss content and how text features support you.
- ★ Explore and extend students' thinking about the content using probing and clarifying questions.

#### **After Reading**

- ★ Discuss content learning
- ★ Discuss the strategies and text features that supported the learning.
- ★ Create a graphic organizer, written product or an art product to demonstrate learning.
- ★ How did the way the author organized and wrote this book help us remember important information and enjoy reading?

## Suggested Sequence Focus Poetry

### DAY 1 – TEACHING POINT: COMPREHENSION

Before introducing new poem, have students read previous weeks' poems aloud.

#### **Before Reading**

- ★ Introduce new poem. (Unseen until this very minute)
- ★ Invite them to predict what it might be about.
- ★ Tell the students the purpose of today's lesson

#### **During Reading**

- ★ Read the poem to the students

#### **After Reading**

- ★ Briefly discuss the message.
- ★ Keep poem posted.

### DAY 2 – TEACHING POINT: VOCABULARY

#### **Before Reading**

- ★ Discuss yesterday's learning.
- ★ Focus students on the vocabulary (purpose)

#### **During Reading**

- ★ Read the focus poem together.
- ★ Discuss any new or interesting vocabulary.

#### **After Reading**

- ★ Discuss learning.
- ★ Discuss the vocabulary and how it will help them as readers.

## Suggested Sequence Focus Poetry

### DAY 3 – TEACHING POINT: LANGUAGE ARTS or READING SKILL

#### **Before Reading**

- ★ Discuss what has been learned from the poem already this week
- ★ Discuss the purpose for this reading

#### **During Reading**

- ★ Read the poem together
- ★ Use the poem to introduce or reinforce any print concept or skills in language arts.

#### **After Reading**

- ★ Discuss the skill and how it will help students read, write and/or think better.

### DAY 4 – TEACHING POINT: POETIC CONVENTIONS

#### **Before Reading**

- ★ Discuss what has been learned from the poem already this week.
- ★ Focus students on the structure and the total physical response (purpose)

#### **During Reading**

- ★ Read the poem together
- ★ Move in some way to the rhythm of the poem (e.g., clap, stamp).
- ★ Change the way the poem has been written (e.g., make a tune for it, read it like a rap or chant)

#### **After Reading**

- ★ Discuss the learning
- ★ Discuss how it will help them as readers, writers and/or thinkers