

Weekly Lesson Plan for Shared Reading – Kindergarten

Level: Emergent

Week of: _____

Note: This sample plan contains considerably more detail than you would include in your own day book plan. This level of detail has been provided as a guideline, to show what you should be considering as you plan your lesson.

Text	<i>I Went Walking</i> , by Sue Machin (Sue Williams). Illustrated by Julie Vivas. Text copyright © Sue Machin, 1989. Illustrations copyright © Julie Vivas, 1989. First published by Omnibus Books, a division of Scholastic Australia Pty Ltd, 1989. Reproduced by permission of Scholastic Australia Pty Ltd.
Overview of Text	During the course of a walk, a young boy identifies farm animals of different colours. Repeating patterns (e.g., the phrases “I went walking. What did you see? I saw ...”) engage and support the emergent reader. The delightful and colourful illustrations gently lead the young reader to use prediction and confirmation.
Context	This book may be used as part of a unit on the farm or on colours. It can be particularly effective for both ESL students as a way to build vocabulary and language structures within the context of a book and for English-speaking students as a way of making the connection between oral language and print. The focus of the lessons is to demonstrate reading for enjoyment and to demonstrate the use of the two strategies of prediction and confirmation. Labelled colour charts and pictures of farm animals may be posted on a bulletin-board display.
Purpose	To teach students about the concepts of print: front of the book, print carries the message, pictures and words have to match when we read, directionality, and title, author, illustrator.
Time Frame	<ul style="list-style-type: none"> • 1 week or 5 days • 10-15 minutes per day, more on the last day
Materials	<ul style="list-style-type: none"> • big-book version of the text • big-book stand • pointer or reading wand • reading masks • sticky notes • pocket chart • sentence strips

<p>Learning Expectations</p>	<p>The children will:</p> <ul style="list-style-type: none"> • demonstrate understanding of a variety of written materials that are read to them; • use language to connect new experiences with what they already know; • use language patterns and sound patterns to identify words and to predict the next word.
<p>Assessment Opportunities</p>	<p>Using the <i>Reading Developmental Continuum</i> the teacher observes each student and notes the characteristics, attitude/values, knowledge about reading, and strategies used in reading at the emergent stage that correspond to the purpose of the lessons.</p>
<p>Reflections for Students and Teacher</p>	<p>Students:</p> <ul style="list-style-type: none"> • What does this story remind me of? • What helped me to read this story? • What did I learn that would help me be a better reader? <p>Teacher:</p> <ul style="list-style-type: none"> • How easy or difficult was this book for the class? What are students ready to learn next? What skills and strategies do they need to have reinforced or scaffolded? What could be taught in small groups? • Did students readily join in the reading of the familiar parts? • Were students able to transfer some of their knowledge to other classroom activities? <p>Note: The teacher's responses to these questions should be recorded with other assessment data for these students.</p>

Day	Procedure
<p>Day 1</p>	<p>Before</p> <p>The teacher introduces the book by giving a very short summary of it, and discusses the cover by pointing out the front of the book and indicating that the red words are the title or name of the book. After reading the author's name as well as that of the illustrator, the teacher goes on to read the title page.</p> <p>During</p> <p>Using the big book, the teacher reads aloud, encouraging the students to join in the reading of the repeating pattern, "I went walking. What did you see?"</p> <p>The purposes of the reading on Day 1 are to enjoy a book and to encourage students to notice the repeating patterns and participate at their own comfort level.</p> <p>After</p> <p>The teacher leads students in a brief discussion of their reactions to the book.</p>
<p>Day 2</p>	<p>Before</p> <p>The teacher again gives a short summary of the book and asks the students what the repeated phrases were. While reading the title and the author's and illustrator's names, the teacher encourages the students to join in.</p> <p>During</p> <p>The teacher uses the pointer or reading wand to show where the reading starts. Although pointing to each word as it is read, the teacher still reads fluently and expressively. The students are encouraged to join in.</p> <p>To show what a reader does while reading, the teacher thinks aloud at selected points near the beginning of the book, predicting which animals will come next in the story and modelling how to confirm the prediction. The students are asked to make predictions at other points in the story, and then to confirm their predictions.</p> <p>After</p> <p>The teacher leads the students in a short discussion based on the reflective questions stated above.</p>

Day	Procedure
<p style="text-align: center;">Day 3</p>	<p>Before</p> <p>On the cover and title page, the teacher reads the title, and the author’s and illustrator’s names, encouraging students to join in. The teacher talks about how readers predict from the pictures to learn what the events in a story will be and also to predict the words on the page.</p> <p>During</p> <p>With the teacher’s voice taking more of a background role, the teacher and students begin to read. When the page with the word ‘cat’ is reached, there is a sticky note on the word ‘cat’. The teacher invites the students to predict what that word might be. When the answer is given, the teacher asks, “How did you know?”</p> <p>The rest of the book is read, repeating this pattern on the appropriate pages.</p> <p>After</p> <p>The teacher leads the students in a short discussion based on the reflective questions posed above.</p>
<p style="text-align: center;">Day 4</p>	<p>Before</p> <p>The teacher asks a student to use the pointer to read the cover and title page, then invites the students to retell the story by giving the names of the animals as they appear in the text as the teacher lists the words on chart paper. If available, a set of plastic animals corresponding to the story can be used to add interest and for future use during activities. The teacher places emphasis on the initial consonant of the words while writing the list.</p> <p>During</p> <p>With the teacher’s voice taking more of a background role, the teacher and students begin to read. A student may be asked to use the reading wand.</p> <p>After</p> <p>In a pocket chart, the teacher has prepared sentence strips with the words “I see a cat.”, “I see a horse.”, etc. On individual cards there are pictures of the animals. The students are invited to come up and match the sentence strips with the matching picture and to read the sentence by pointing to the words.</p>

Day	Procedure
<p style="text-align: center;">Day 5</p>	<p>Before</p> <p>The teacher explains the purpose of the lesson. The children are to predict the colours of the animals in the story. Sticky notes will cover the colour words.</p> <p>A student leads the class by using the reading wand to point to the words on the cover and the title page while all the students are expected to be reading.</p> <p>During</p> <p>When the teacher and students reach the first page that contains a colour word, they will see that the word 'black' is partially covered, from the letter 'l' to the letter 'k'. The teacher asks, "What colour that starts with the letter 'b' would make sense here?" "How do you know?"</p> <p>When the sticky note is removed, the teacher runs the reading wand under the word and slowly articulates the word. Emphasis is placed on the first and last letters. The teacher then asks, "Can this word be the word 'brown'?" "How do you know?" The same procedure is followed on all the pages that contain a colour word.</p> <p>After</p> <p>The entire book is then reread, with the students taking turns to point. All the students are expected to read while the teacher remains silent. The teacher leads the students in a short discussion on the reflective questions listed above.</p> <p>The teacher focuses on the high-frequency word 'me' and, using the reading mask, shows how to locate the word in the text. Magnetic letters are used to construct the word on a magnetic board. A few students are invited to the board to construct the word with magnetic letters while the teacher talks about the letters that make up this word. Students' attention is brought back to the book when they are asked to locate the word with the reading mask and count the number of times the word appears in the text.</p>