

Success For All Foundation

Helping Your Students at Home

March 2020

Home Instruction: Shared Story Reading Guidelines

Monday

- Have your child read aloud a previous shared story that they have mastered. They should be able to read it out loud independently with little to no assistance from you. This is a warm-up reading activity and should only take about 5 minutes.
- Introduce the new shared story for the week. Look at the pictures with your child and discuss what they think might happen in this story. Example questions:
 - Do you recognize any characters on this page?
 - What are the characters doing?
 - How do you think the characters feel?
 - Where is the story happening?
 - What do you think they will do next?
 - What do you wonder about this story?
- After previewing the story, introduce and practice the Green Words located inside the front cover of the book. Have your child “say it fast” by pointing at each letter in the word, making the sound, and then slowly blending the sounds together to read and recognize the word. Example:
 - The word is “big”
 - The child points to the letter b and says /b/
 - The child then points to the letter i and says /i/
 - The child then points to the letter g and says /g/
 - The child returns to the first letter and says each sound faster /b/ - /i/ - /g/
 - The child reads the word quickly: big
- Practice the Red Words in the second box (under the green words). These words are sight words and are not supposed to be sound out. Read each word for your child and have them point to the word and repeat after you. Then point to each letter in the word and say its name. Repeat three times for each red word. Example:
 - The word is “love”
 - The instructor points to the word and says “love”
 - The child points to the word and says “love”
 - The instructor points to the word “love” and spells it “l-o-v-e”

- The child points to the word and spells it “l-o-v-e”
- Say the word together “love”
- Repeat two more times before moving on to the next word.
- Have your child read the practice sentences in the box at the bottom of the page. If they struggle with a word, have them “say it fast” to figure it out or spell it if it is a red word to help them remember.
- Since today is a preview day for the story, you will not have your child read the actual story today.

Tuesday

- Have your child read aloud a previous shared story that they have mastered. They should be able to read it out loud independently with little to no assistance from you. This is a warm-up reading activity and should only take about 5 minutes.
- Take out this week’s shared story book. Have your child briefly discuss their predictions for the story from yesterday.
- Practice the green words, red words, and practice sentences using the same strategies detailed in the Monday instruction.
- Read the story with your child using the following steps.
 - Read aloud the small font on the top of each page to your child.
 - Have your child read aloud the larger font sentences on the bottom of the page. Do not read the words for them. Encourage them to use “say it fast” to figure out the word. You may make the sounds with them to help them “hear the word.”
 - Have them read each page twice for fluency.

Wednesday

- Have your child read aloud a previous shared story that they have mastered. They should be able to read it out loud independently with little to no assistance from you. This is a warm-up reading activity and should only take about 5 minutes.
- Take out this week’s shared story book. Have your child briefly discuss their predictions for the story.
- Practice the green words, red words, and practice sentences using the same strategies detailed in the Monday instruction.
- Read the story with your child using the following steps.
 - Read aloud the small font on the top of each page to your child.
 - Have your child read aloud the larger font sentences on the bottom of the page. Do not read the words for them. Encourage them to use “say it fast” to figure out the word. You may make the sounds with them to help them “hear the word.”
 - Have them read each page twice for fluency.

Thursday

- Have your child read aloud a previous shared story that they have mastered. They should be able to read it out loud independently with little to no assistance from you. This is a warm-up reading activity and should only take about 5 minutes.
- Take out this week's shared story book. Have your child briefly discuss their predictions for the story.
- Practice the green words, red words, and practice sentences using the same strategies detailed in the Monday instruction.
- Today you will practice partner reading with your child.
- Read the story with your child using the following steps.
 - Read aloud the small font on the top of each page to your child.
 - Have your child read aloud the larger font sentences on the bottom of the page. Do not read the words for them. Encourage them to use "say it fast" to figure out the word. You may make the sounds with them to help them "hear the word."
 - After they finish reading a page, respond by summarizing what they just read. Example:
 - They read "Sad Sam likes to play tag. He runs fast."
 - You summarized: "You read that Sad Sam is fast and likes tag."
 - On the next page, you will switch roles with your child. You will read the top and bottom text on the page. Your child will do the summary statement.
 - Repeat this process of taking turns on every other page until you finish the book.

Friday

- Have your child read aloud a previous shared story that they have mastered. They should be able to read it out loud independently with little to no assistance from you. This is a warm-up reading activity and should only take about 5 minutes.
- Take out this week's shared story book. Have your child briefly discuss their predictions for the story.
- Practice the green words, red words, and practice sentences using the same strategies detailed in the Monday instruction.
- Today your child will read the shared story out loud independently. Do your best to not assist them with sounding out any words.
- When they are done and you have listened to them read each page independently, guide them in reading and responding to the questions on the last page in their book. They may use a pencil to respond to each question. Encourage them to read the questions themselves, and assist as necessary. Help them structure a sentence to write as a response to the final question on the page.