



Shared Story

Teacher's Manual

Level 1

Reading Between the Lions: Reading Roots 5th Edition Shared Story Teacher's Manual Level 1

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Between the Lions is a co-production of WGBH Boston, Sirius Thinking, Ltd., and Mississippi Public Broadcasting. Between the Lions has been funded in part by the Corporation for Public Broadcasting, and by a cooperative agreement from the U.S. Department of Education's Ready to Learn grant. Major support has also been provided by the Carnegie Corporation of New York, the Park Foundation, The Arthur Vining Davis Foundations, the Charles H. Revson Foundation, the Civil Society Institute, and the Barksdale Reading Institute.



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Research and development of Reading Between the Lions: Reading Roots 5th Edition was supported in part by the Institute of Education Sciences, U.S. Department of Education, through the Small Business Innovation Research (SBIR) program contract #91990019C0039 to Sirius Thinking, Ltd.

Reading Roots was originally developed by the Reading Roots Development Team at the Success for All Foundation.



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Start-Up Lesson

For use in schools implementing cross-classroom regrouping where there is one reading level per class.

You will need:

- Team Celebration Points poster with overlay
- Cup and plastic chips or other point-tracking system supplies (teacher acquired)
- Reading Between the Lions Interactive software
- The Shared Story the group will start with, and the next eight to ten Shared Stories.

Preparing for this Lesson:

- Determine the reading level of all students in the class using the Reading Roots Formal Assessment.
- For cross-class level grouping you will have two-member partnerships and possibly one three-member triad if there is an odd number of students in a reading group.
- If your students are ready to work in a team comprised of two partnerships, assign teams.
- Strive to balance partnerships and teams by ethnicity and gender. If you are familiar with the students, you can also take into account their behaviors and personalities.
- We recommend that your students' desks be arranged in a way that accommodates partner and team work.

Teacher note: You may choose to assign temporary partnerships for a week or two until you get to know the strengths and needs of your students. If this option is chosen, let students know their partnership is temporary and they may or may not stay with their partner after you assign permanent partnerships for the quarter.

- An activity for students to come up with a team name is included in the lesson. You may use the suggested activity or any other activity that achieves the same purpose and is appropriate for your students.
- If your students are not ready to work in a team of four, concentrate their participation mostly on working with their partners and only occasionally conducting team activities. Partners may be paired with other partners for a "team" to work on earning pride points without having to regularly operate as a team of four in learning activities.

Lesson Purpose:

- This lesson will be used on the first day after you have assessed each student and determined in which reading level group they will be in for Reading Between the Lions: Reading Roots 5th Edition. It is only used after the first two weeks of the school year and at the beginning of each quarter when students are placed into new groups.
- In this lesson, students will meet their partners, the other partnership on their team, and the rest of the students in their reading group. They will get to know their partners and teammates and create a team name. You will also introduce them to the fun and interesting activities they will do together in the Shared Story lessons.

Introductions

Students, Partnerships, and Teams

- Use the following text as a guide to introduce your students to Shared Story lessons and their teams. Maintain a sense of enthusiasm as you discuss it with your students.
- Have the students gather together in front of you, on a rug if possible. Use the Zero Noise Signal to get their attention.
- **From now on, in our Reading Between the Lions class, we will continue to work in partnerships, but now a number of partnerships together will form a team.** Announce the teams, and the partnerships within each team.

Zero Noise Signal

Pride Points and Team Celebration



- **Each day you will practice reading, writing, and sharing ideas with your partners. When you do a good job with that, you will earn pride points! From now on, your pride points will be totaled together with the other partnership on your team. All of the pride points earned by the partnerships on your team get added together at the end of the day and are added to the Team Celebration Points poster, in the column for your team.**
- Introduce the Team Celebration Points poster. Demonstrate how the overlay will be used to determine which teams are Super, Great, or Good teams at the end of each cycle. Explain that at the end of each day, the points earned at students' desks will be added to the poster.
- **Remember, you can earn pride points by following directions or doing a good job on your classwork. You can also earn points by being good partners and by helping and encouraging each other. As we learn more about reading, you can also earn pride points for showing how you figured something out while you were reading. So, everyone will be able to earn pride points and help their team!**

Team Building

- **Each team will need a name. Now you can talk with your teammates to find out some other interesting things about one another. That may help you to decide on a team name. For example, if you find out that everyone on your team likes to play soccer, you might decide to call yourselves the Soccer Champs.** Give students some time to talk about their team names. If a team is having a difficult time determining a name, or they are all choosing similar names, engage team members in conversation to guide them toward a name that will describe their team. Once all teams have decided on names, invite each team to tell the class the name they have chosen.
- **To help everyone remember the names of all the teams in our class, each team can make a poster with the team name and a picture that tells about the team. You should also write your names on the poster.** Distribute a piece

of construction paper or poster board and a set of four different colored markers (or crayons) to each team. **Now you may make your team poster. You may decorate it any way you like to show which team you are.**

- Other team building activities may be incorporated as time allows.
- If your reading group is beginning at Shared Story 4, skip this step. If your reading group is beginning with a Shared Story higher than 4, you may choose to show a video about how students will be working with a partner to read the Shared Stories.
 - Reading Between the Lions Interactive Software > Shared Story 4 > Partner Practice Lesson > Partner Reading

Introduction to Shared Story

- **We will be reading lots of stories together in our class. These are called Shared Stories. We share reading them with our partners, our class, and people at home. Let’s take a look at the stories we will read.**
- Display the Shared Story the class will begin with and eight to ten Shared Stories after that. Conduct a picture walk of some of the stories and encourage students to predict what, and who, they may be reading about in the coming weeks. Build a sense of excitement, enthusiasm, and confidence that students will be successful in learning to read these stories by working together.



- **After we share reading the Shared Story in class, we can share them with people at home. When we share them at home, we have a special way to keep track of our work.** Display the Read and Respond Bookmark. **This is a bookmark that we will use to keep track of our reading at home. It is called the Read and Respond Bookmark.** Point out the parent note at the top of the bookmark. **Here is a note for people at home about how to help you.** Point out the list of days of the week on the front of the bookmark. **Each day of the week from Monday to Thursday, you will practice reading your Shared Story at home and someone at home will sign that you have worked hard and completed your practice. You will also write down one or two favorite words you read. You can read from the Shared Story or from another book you have at home that you know how to read.** Point out the back of the bookmark. **Here are some reading strategies we will be learning to help us when we get stuck on a word. You can use those strategies at home, too. On Friday, you will bring the bookmark back to school and we will celebrate with our partners and teams.**

Introduction to Class Behavior Expectations

- **In Reading Between the Lions, we will be moving from the carpet to our desks for different activities. Since we will be transitioning from one place to the other quite often, we will need a way to make sure that we are as quick and safe as possible. To do this we use 1-2-3 Move.**
- **When it’s time to move from one place to the other, I will say “One.” When I say “one,” you gather the materials that you need and you stay seated.**
- **When I say “two,” you will stand and push in your chairs. If we are on the carpet, you will stand.**



- **When I say “three,” you will move to the new location and sit down.**
- **Let’s try it right now.** Have students practice moving along with the signals a few times. Award pride points to partners who follow the directions and move without talking.
- **We will also be practicing our Team Cooperation Goals.** Pass out the Team Cooperation Goals cue card and lead a brief discussion on how each goal will help partnerships work and learn together.
- You may also use this time to outline other classroom behavior expectations such as Zero Noise, Active Listening Signal, or Partner Pyramid.

Celebration

Think-Pair-Share

Random Reporter



- **Let’s celebrate our new team and think about what we are most excited about.** Use **Think-Pair-Share** to have students talk with their partner about what they are looking forward to. Use **Random Reporter** to call on a partnership to respond.
- Award pride points to partners who can successfully tell about their ideas.
- Count up all the pride points for the day on the Team Celebration Poster and give each team a cheer.

Start-Up Lesson

For use in schools implementing *Reading Between the Lions: Reading Roots 5th Edition* alone in a homeroom grouping setting where there may be multiple reading levels per class.

You will need:

- Team Celebration Points poster with overlay
- Cup and plastic chips or other point-tracking system supplies (teacher acquired)
- Reading Between the Lions Interactive software
- The Shared Story the group will start with, and the next eight to ten Shared Stories.

Preparing for this Lesson:

- Determine the reading level of all students in the class the using Reading Between the Lions Initial Assessment for homeroom grouping.
- For homeroom grouping only, all students in one reading level form a team. Each homeroom class will have one, two, or three reading level teams. See *Getting Started with Partnerships/Teams* within the *Reading Between the Lions: Reading Roots 5th Edition Guide* for direction on how to determine reading levels and teams. Within each reading level team, assign partnerships.
- For each reading level team, you will have two-member partnerships and possibly one three-member triad if there are an odd number of students in a reading level group. Strive to balance partnerships by ethnicity and gender. If you are familiar with your students, you can also take into account their behaviors and personalities.
- An activity for students to come up with a team name is included in the lesson. You may use the suggested activity or any other activity that achieves the same purpose and is appropriate for your students.
- We recommend that your students' desks be arranged in a way that accommodates partner work.

Teacher note: You may choose to assign temporary partnerships for a week or two until you get to know the strengths and needs of your students. If this option is chosen, let students know their partnership is temporary and they may or may not stay with their partner after you assign permanent partnerships for the quarter.

Lesson Purpose:

- This lesson will be used on the first day after you have assessed each student and determined in which reading level group they will be in for *Reading Between the Lions: Reading Roots 5th Edition*. It is only used after the first two weeks of the school year and at the beginning of each quarter when students are placed into new groups.
- In this lesson, students will meet and get to know their partners, and the rest of the students in their reading level team. You will also introduce them to the fun and interesting activities they will do together in the Shared Story lessons.

Introductions

Students and Partnerships

Zero Noise Signal

- Use the following text as a guide to introduce each team to Shared Story lessons. Maintain a sense of enthusiasm as you discuss it with your students.
- Have students gather together in front of you, on a rug if possible. Use the Zero Noise Signal to get their attention.
- **In our Reading Between the Lions reading group, we will continue to work in partnerships.** Announce partnerships.

Pride Points and Team Celebration



- **Each day you will practice reading, writing, and sharing ideas with your partners. When you do a good job with that, you will earn pride points! From now on, your pride points will be totaled together with every other partnership on your team. All of the pride points earned by the partnerships on your team get added together at the end of the day and are added to the Team Celebration Points poster, in the column for your team.**
- Introduce the Team Celebration Points poster. Demonstrate how the overlay will be used to determine which teams are Super, Great, or Good teams at the end of each cycle. Explain that at the end of each day, the points earned at students' desks will be added to the poster.
- **Remember, you can earn pride points by following directions or doing a good job on your classwork. You can also earn points by being good partners and by helping and encouraging each other. As we learn more about reading, you can also earn pride points for showing how you figured something out while you were reading. So, everyone will be able to earn pride points and help their team!**

Team Building

Random Reporter

- **Each team will need a name. Now you can talk with your partners to find out which animal you like best. This will help the team to find a team name. Each partnership needs to decide on an animal. I will call on a Random Reporter to share the animal that you and your partner decided on. I will then put the name of that animal on a slip of paper and put it in a hat. Once we have all of the suggested animals in the hat, I will draw one and that will be the team name.** Give partners some time to talk about their ideas. Once all partnerships have reported their favorite animal and you have placed them in a hat, draw one out and celebrate their new team name.
- **To help everyone remember the names of all the teams in our class, each team can make a poster with the team name and pictures that tell about the team animal. You should also write your names on the poster.** Distribute a small pieces of construction paper for each partnership to create a picture of the

team animal. **Now you may make your team poster. You may decorate it with pictures of your animal to show which team you are.** Paste the pictures on a large piece of poster board for each team.

- Other team building activities may be incorporated as time allows.
- If the reading group is beginning at Shared Story 4, skip the following step. If the reading group is beginning with a Shared Story higher than 4, you may choose to show a video about how students will be working with a partner to read the Shared Stories.
 - Reading Between the Lions Interactive Software > Shared Story 4 > Partner Practice Lesson > Partner Reading

Introduction to Shared Story

- **We will be reading lots of stories together in our reading team. These are called Shared Stories. We share reading them with our partners, our team, and people at home. Let's take a look at the stories we will read.**
- Display the Shared Story the team will begin with and eight to ten Shared Stories after that. Conduct a picture walk of some of the stories and encourage students to predict what, and who, they may be reading about in the coming weeks. Build a sense of excitement, enthusiasm, and confidence that students will be successful in learning to read these stories by working together.



- **After we share reading the Shared Story in class, we can share them with people at home. When we share them at home, we have a special way to keep track of our work.** Display the Read and Respond Bookmark. **This is a bookmark that we will use to keep track of our reading at home. It is called the Read and Respond Bookmark.** Point out the parent note at the top of the bookmark. **Here is a note for people at home about how to help you.** Point out the list of days of the week on the front of the bookmark. **Each day of the week from Monday to Thursday, you will practice reading your Shared Story at home and someone at home will sign that you have worked hard and completed your practice. You will also write down one or two favorite words you read. You can read from the Shared Story or from another book you have at home that you know how to read.** Point out the back of the bookmark. **Here are some reading strategies we will be learning to help us when we get stuck on a word. You can use those strategies at home, too. On Friday, you will bring the bookmark back to school and we will celebrate with our partners and teams.**

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- **We will also be practicing our Team Cooperation Goals.** Pass out the Team Cooperation Goals cue card and lead a brief discussion on how each goal will help partnerships work and learn together.
- You may also use this time to outline other classroom behavior expectations such as Zero Noise, Active Listening Signal, or Partner Pyramid.



Celebration

Think-Pair-Share

Random Reporter

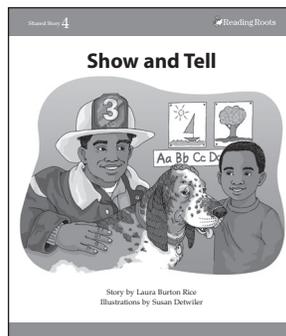
- **Let’s celebrate our new team and think about what we are most excited about.** Use **Think-Pair-Share** to have students talk with their partner about what they are looking forward to. Use **Random Reporter** to call on a partnership to respond.
- Award pride points to partners who can successfully tell about their ideas.
- Count up all the pride points for the day on the Team Celebration Poster and give each reading level team a cheer.



Show and Tell

Laura Burton Rice

At a Glance



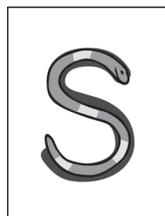
Review Sounds:



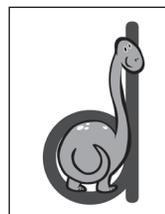
/m/



/a/



/s/



/d/

Strategies/Skills:

Previewing

Understanding the concept of a sentence

Using periods at the ends of sentences

Introduction

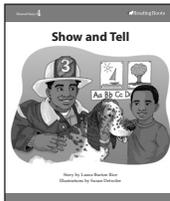
You will need:

- Shared Story 4: *Show and Tell*
- Key card for “d”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **Here is the story we will read today. But before we read, it’s very important to think about what might happen in the story. If we look for clues and think about what might happen in a story before we read it, it will help us understand the story as we read it. We also need to think about what we might already know about the topic or theme of the story. That will help us understand the story too.**
- Model the Previewing strategy. **This is what I do before I read. I think.** Put your index finger to your temple. **This story is called *Show and Tell*. What does this title mean? I think Show and Tell is when we bring things to school to share with the rest of the class. I am going to look at the picture to see if that helps me to understand the title. I see Matt, his dad, and Sad Sam. I wonder if Matt is going to take something to school. Perhaps he will take Sad Sam. I know that students often bring things from home to talk about for Show and Tell. So you can see, before I read, I think about the story. The title and the pictures help me get an idea of what the story will be about.**
- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 4 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.



Vocabulary Words:

dog, basset hound,
dad, fireman



Story 4 **Show and Tell**

- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.



- **Show video: Animated Alphabet—Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 4, or display the key card for “d.” Have students review the alliterative phrase and practice the sound.

Word Presentation



- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 4.

Green Words:

sad, dog, am, dad,
Sam, mad

- **Introduce Green Words.** Let’s read some Green Words. Green Words are words that you can stretch and read.
- Present the Green Word “sad.” **Let’s read this word together.** Point to each letter as you say: /s...a...d/ /s..a..d/ /s.a.d/ **Sad. Very good.**
- Stretch and read the remaining Green Words with students as needed.

Red Words:

is, like, likes, a, I,
yes, no

- **Introduce Red Words: Some words we read will be Red Words. Red Words are words that you have to learn by saying them and remembering them.**
- Present the Red Word Card for “likes.” **This is a word that we will see in the story.** Slide your finger under the entire word, and say “likes.” Repeat it once more.
- Use the word in a sentence to help clarify the meaning. (Example: **She LIKES chocolate ice cream. Likes.**)
- **We can remember Red Words if we say-spell-say them. Watch and listen as I spell the word “likes.”**
- Say the word “likes.” Spell it, clapping as you say each letter: **I** [clap] – **i** [clap] – **k** [clap] – **e** [clap] – **s** [clap]. Say it again: “likes.”
- Continue with the other Red Words. Post the Red Words in a space designated for Shared Story words. Remove the Red Word Cards as soon as students have learned them.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Readles:

happy, cat

- Introduce Readles: **I’d like to show you some special pictures that will help you read words in sentences. These are called readles. Readles are pictures that can be read like words.**
- Present the readle for “happy.” **When you see this picture, you can say “happy.” What is this? *Happy.***
- Continue this explanation with the remaining readle: cat.

Story 4 **Show and Tell**

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. **Now you and your partner are going to read some story words together. I'll show you how to do it.**
- Select a confident student to assist you. Model partner reading as described below.
 - Sit next to a student, point to a word in your copy of the Shared Story, and make sure the student is pointing to the same word in his or her copy. **I need to sit up next to my partner when we read together. We will each point to the word that we are reading and check to make sure that we are both looking at the same word. I am Peanut Butter, so I will read first.**
 - Stretch and read the first word: /s..a..d/ /s..a..d/ /s.a.d/ **Sad.**
 - Have the student who is Jelly put a mark beside the word to show that you read it correctly.
 - Model how partners can help each other: **I want to have a mark next to every word on my list, so I'll keep reading. The next word is /d...d/. I'm having trouble with this word. What can I do? I can ask my partner to help! My partner and I need to remember the special rule: we should use Stretch and Read to help each other figure out how to read a word.**
 - Have the partner start to stretch and read the word: /d...a...d/ /d...a...d/. Then read the word yourself: **My partner helped me by stretching and reading this word: /d...a...d/. Now I can read it myself: "dad."**
 - Explain how you will take turns to read all the words on the list: **It will be my partner's turn to read after I have read all the words on my list. Then I'll listen and mark the words he reads correctly.**
- Have student pairs take turns reading the words.
- **Now you and your partner will read some sentences together. A sentence is a complete thought or idea.** Demonstrate how to work with a partner to read the sentences on the inside front cover of the Shared Story. Make sure that students are all pointing to the word "Sad" in the first sentence and that they continue to point to the rest of the words in the first sentence as you show how to read them.
 - Model how to read the first Red Word, and have students repeat. **The first word is a Red Word that we've already practiced. What is it?** Wait for students' responses. **Yes. The word is "I."**
 - Show how to stretch and read the next two words, and have students repeat: **Now we can go on to the next word. Let's try to sound it out together: /a...m/ /a..m/ /a.m/ Am.**
 - **The word is "am." Let's sound out the next word: /d...a...d/ /d..a..d/ /d.a.d/ Dad. The word is "dad."**
 - Show how to recognize the end of a sentence by looking at the end punctuation: **Do you see that little dot after the word "dad"? That dot is called a period, and it lets us know that we have come to the end of the sentence. You always stop when you see the period.**

Story 4 **Show and Tell**

Monitor



- Read the sentence, and have students repeat: **Let’s read the whole sentence again so it sounds smooth. If we read it correctly, our partner can put a mark next to it. We’ll begin by pointing to the first word. Ready? Let’s read.**
- Monitor students as they take turns reading the next two sentences and marking the ones that their partners read correctly.

Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Metacognitive Strategy:
Sound It Out

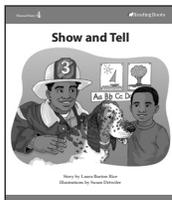
The Sound It Out strategy will help students when they come to a word they are unsure of when reading it in isolation or within the text.

Strategy Introduction



- Introduce the reading strategy students will use while reading the Shared Story: **Sound It Out.**
- Tell students that now that they have mastered several letters and sounds, they are ready to start blending those sounds into words. Explain the Sound It Out strategy to students. **Today we are going to learn the Sound It Out strategy, which will help you read words that you do not know.**
- Remind students that they saw Alphie modeling with this strategy in the *Sound and the Furry* video. **Instead of guessing at a word, we have seen Alphie use the Sound It Out strategy when blending sounds together to help him figure out a word.**
- Model the strategy by selecting a Green Word from the Shared Story with three graphemes to show students how to blend sounds together to read words.
 - Post the Green Word and have students look at the word. State if they know the word they should read it, but if not they should use the Sound It Out strategy.
 - Point to the first letter and say the sound out loud and then do the same for the middle and ending letter.
 - Point to each letter again saying each sound a little faster (repeat a third time if needed).
 - Say the entire word and identify it as a word they can now read and recognize after using the Sound It Out strategy.
- Guide practice of the Sound It Out strategy using a different Green Word.
- Praise students for practicing the Sound It Out strategy.

Guided Practice



You will need:

- Shared Story 4: *Show and Tell*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Review

Metacognitive Strategy:
Sound It Out

- Remind students that the reading strategy they will use with this story is **Sound It Out**.
- Review the Sound It Out strategy and remind students that they should use this strategy when they come to a word they do not know.
- Model sounding out one or two Green Words if necessary

Guided Partner Reading

Teacher's Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.

Story 4 **Show and Tell**

Think-Pair-Share

- **Now it's time to read our story.** Have students turn to the first page of the Shared Story while you turn to the first page of your Shared Story. **I'll read the teacher parts at the top of the page, and you'll read the student parts at the bottom of the page. I am not going to read the whole story with you. You will find out what Matt brings to show and tell.** Use **Think-Pair-Share** to ask students: **What do you think he could bring to school? Let's go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).

Monitor

- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **Where are Matt and Dad?** *They are in class/school.* **Why does Matt bring Dad to school?** *He wants to tell the class that his dad is a fireman.*
- Page 2: **What is the dog's name?** *Sad Sam*
- Page 3: **Show me how you “pat” something.** Pantomime “patting.” **Make a Prediction: What will Sad Sam do?** Have students support their predictions.
- Page 4: **What did Sad Sam do?** *He barked.* Point to students' faces. **How do you think they feel?** *They are scared/afraid.*
- Page 5: **How does Dad feel?** *Dad is mad.* **Why is Dad mad?** *Sad Sam is scaring the children.*

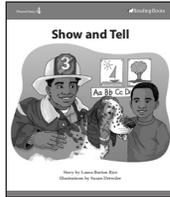
Story 4 **Show and Tell**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **What does Matt bring to Show and Tell?** *Matt brings his dad and his dog Sad Sam.*
 2. **What does Sad Sam do?** *He barks and scares the children.*
 3. **Why is Sad Sam happy at the end of the story?** *Sad Sam is happy because Dad gives him a dog biscuit.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 4: *Show and Tell*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Metacognitive Strategy:
Sound It Out

Strategy Application

- Remind students that the reading strategy they will use with this story is **Sound It Out**.
- Remind students to use the Sound It Out strategy when they come to a word they don't know and to coach their partners to apply the strategy if needed.

Focus on Fluency:
Accuracy

Partner Reading

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- **Show video: Partner Reading—Today we are going to learn Partner Reading. Let's see how Alphie takes turns reading with his partner.**
- Have partners sit up straight and open their books to the first page. They should point to the first word.
- **That is the proper reading position. When I see everyone sitting up and pointing to the first word, I know that you are ready to begin reading.**



Story 4 **Show and Tell**

- Model partner reading. Select a confident student to sit with you. **Now I will show you how to read with a partner. One partner reads, and the other one listens. I'm Peanut Butter, so I'll read first.**
- Read the student text of the first page by stretching and reading; then reread it normally. Be sure to demonstrate pointing to each word as you read. **I used Stretch and Read to read the words; then I read the sentence again so I could be sure that I understood what I read.**
- **When I finish reading, my partner will retell what happened on the page.**
- **On the next page, it is my partner's turn to read. I need to listen, pay attention, and follow along by putting my finger on each word as my partner reads it.** Have your student partner read the next page while you model active listening skills. **After my partner reads the page, it will be my turn to retell what happened on that page.**
- **Now you're ready to read with your partners.** Monitor students as they practice partner reading, and continue to model specific reading strategies as necessary.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. **Now we're going to take turns with a partner to Read and Respond to some sentences about the story. If we decide that the sentence is right, we'll point to "yes" and circle it. If we decide that it is not right, we'll point to "no" and circle it.**
 - Choose a student to be your partner and sit beside you. Make sure that you are both looking at the first comprehension statement on the inside back cover of the story.
 - **We will take turns. I'm Peanut Butter, so I'll go first.** Read the first statement, modeling how to stretch and read "Dad" and reminding students of the sight words "likes" and "a."

Story 4 **Show and Tell**

- **I can sound out the first word: /d...a...d/ /d..a..d/ /d.a.d/ Dad. I know this next word. It's a Red Word: "likes." This next word is also a Red Word: "a." The last word is a readle: "cat." This sentence is: Dad likes a cat.**
- Show how to respond to this comprehension statement. **I'm going to think about this. Then I'll ask my partner.** To student partner: **Does Dad like a cat?**
- Model how to respond in a complete sentence: **No. Dad does not like a cat.**
- Point to the word "no" under the statement, and also have the partner point. **Now that my partner and I have talked about the question and answer together, we can circle the answer in our books.** Model circling the correct answer.

Teacher's Note: If your students are not going to use the Shared Stories as consumables, have them write the answers to the questions in their notebooks or on another piece of paper.

Monitor

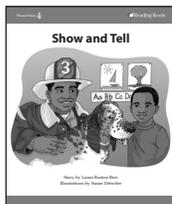
- Have your student partner read the next statement, and model active listening.
 - Have students complete the discussion questions with their partners. Circulate to monitor that students are demonstrating comprehension and to provide support. As the lessons progress, the number of comprehension statements will decrease and the number of comprehension questions will increase. Continue to model how to respond, and allow students to answer orally or write their responses depending on what they are able to do.
1. **Dad likes a cat.**
 2. **Dad likes Sad Sam.**
 3. **Sad Sam is mad.**



All Together Now

- **You have done excellent work reading this story. Now we are going to reread the story together as a class to celebrate. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 4: *Show and Tell*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Partner Word and Sentence Goal:
100% accuracy

Shared Story 4 Goal:
5 wcpm

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *Show and Tell*, is 5 words correct per minute.**

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Story 4 **Show and Tell**

Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics Fluency Practice on page 2. The goal is to read 5 words correctly in one minute.

- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 2 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 5 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.



Reading Olympics Celebration

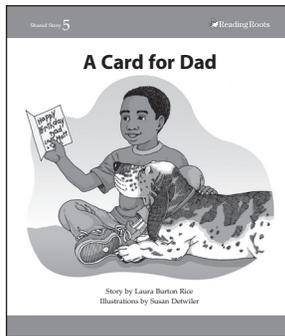
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



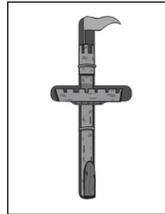
A Card for Dad

Laura Burton Rice

At a Glance



Review Sounds:



/t/

Strategies/Skills:

- Previewing
- Understanding the concept of a sentence
- Using periods correctly

Introduction

You will need:

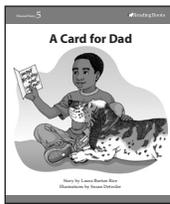
- Shared Story 5: *A Card for Dad*
- Key card for “t”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration



- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- Display the front cover, and read the title of the Shared Story. Here is the story we will read today. Let's preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.
- Display the book. The title of this story is *A Card for Dad*. What does this title mean? I know that we give cards to people on a special day, like a birthday. Maybe it is Dad's birthday. (T-P-S) What do you think the card will say?
- Use the video Word Play activity for additional language development.
- Now we're going to watch a video that will help us find out more about the story.
- Show video: Word Play—Use the Word Play for Shared Story 5 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- Let's review some vocabulary words we will see in the story. Review pictures on the screen as needed.
- Show video: Animated Alphabet—Let's practice the special letter we'll see a lot of in today's story. Play the Animated Alphabet segment for Shared Story 5, or display the key card for “t.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
card, love, school bus,
crayons, glue

Story 5 A Card for Dad

Word Presentation



Green Words:

Matt, and, Miss Tad, sat,
Dad's, it

Red Words:

love, birthday, was

Readles:

happy

- **Show video: Sound It Out—Now let's practice reading some words.** Show the video segments for Shared Story 5.
- **Introduce Green Words. Let's read some Green Words. Green Words are words that you can stretch and read.**
- Present the Green Word "sat." **Let's read this word together.** Point to each letter as you say: /s...a...t/ /s..a..t/ /s.a.t/ Sat.
- Stretch and read the remaining Green Words with students as needed.
- **Introduce Red Words. Some words we read will be Red Words. Red Words are words that you have to learn by saying them and remembering them.**
- Present the Red Word "birthday." **This is a word that we will see in the story.** Slide your finger under the entire word, and say "birthday." Repeat it once more.
- Use the word in a sentence to help clarify the meaning. (Example: **Today is Ann's birthday. Birthday.**)
- **We can remember Red Words if we Say-Spell-Say them. Watch and listen as I spell the word "birthday."**
- Say the word "birthday." Spell it, clapping as you say each letter (b [clap] – i [clap] – r [clap], etc.). Say it again: "birthday."
- Continue with the Red Words "love" and "was." Post the Red Words in a space designated for Shared Story words. Remove the Red Word cards as soon as students have learned the Red Words.

Teacher's Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.

- **Introduce Readles: I'd like to show you some special pictures that will help you read words in sentences. These are called readles. Readles are pictures that can be read like words.**
- Present the readle for "happy." **When you see this picture, you can say "happy." What is this? *Happy.***

Story 5 A Card for Dad

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. **Now you and your partner are going to read some story words together. I'll show you how to do it.**
- Select a confident student to assist you. Model partner reading as described below.
 - Sit next to a student, point to a word in your copy of the Shared Story, and make sure the student is pointing to the same word in his or her copy. **I need to sit up next to my partner when we read together. We will each point to the word that we are reading and check to make sure that we are both looking at the same word. I am Peanut Butter, so I will read first.**
 - Stretch and read the first word: /m...a...tt/ /m..a..tt/ /m.a.tt/ Matt.
 - Have the student who is Jelly put a mark beside the word to show that you read it correctly.
 - Model how partners can help each other: **I want to have a mark next to every word on my list, so I'll keep reading. The next word is /d...d/. I'm having trouble with this word. What can I do? I can ask my partner to help! My partner and I need to remember the special rule: we should use Stretch and Read to help each other figure out how to read a word.** Have the partner start to stretch and read the word: /d...a...d/ /d...a...d/. Then read the word yourself: **My partner helped me by stretching and reading this word: /d...a...d/. Now I can read it myself: "dad."**
 - Explain how you will take turns to read all the words on the list: **It will be my partner's turn to read after I have read all the words on my list. Then I'll listen and mark the words he reads correctly.**
- Designate each student in a partnership as either Peanut Butter or Jelly, and have them take turns listening to each other read the words.
- **Now you and your partner will read some sentences together. A sentence is a complete thought or idea.** Demonstrate how to work with a partner to read the sentences on the inside front cover of the Shared Story. Make sure that students are all pointing to the word "Sad" in the first sentence and that they continue to point to the rest of the words in the first sentence as you model how to read them.
 - Model how to read the first word, and have students repeat. **The first word is a Green Word that we can sound out: /s...a...d/ /s..a..d/ /s.a.d/ Sad. What is the first word? [replies] The word is "Sad."**
 - Show how to stretch and read the next two words, and have students repeat. **Now we can go on to the next word. Let's try to sound it out together: /s...a...m/ /s..a..m/ /s.a.m/ Sam. The word is "Sam." Let's sound out the next word: /s...a...t/ /s..a..t/ /s.a.t/ Sat. The word is "sat."**

Story 5 **A Card for Dad**

- Review how to recognize the end of a sentence by looking at the end punctuation: **Do you see that little dot after the word “sat”? That dot is called a period, and it lets us know that we have come to the end of the sentence. A sentence has a complete thought or idea. The period always lets you know when the thought or idea is finished.**
- Read the sentence, and have students repeat: **Let’s read the whole sentence again, so it sounds smooth. If we read it correctly, our partners can put a mark next to it. We’ll begin by pointing to the first word. Ready? Let’s read!**

Monitor

- Monitor the partners as they take turns reading the next two sentences and marking the ones that their partners read correctly.
- Assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.



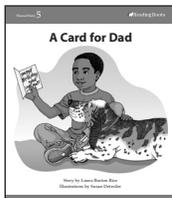
Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Guided Practice



You will need:

- Shared Story 5: *A Card for Dad*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Review

Metacognitive Strategy:
Sound It Out

- Remind students that the reading strategy they will use with this story is **Sound It Out**.
- Review the Sound It Out strategy and remind students that they should use this strategy when they come to a word they do not know.
- Model sounding out one or two Green Words if necessary.

Story 5 A Card for Dad

Guided Partner Reading

Teacher’s Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

- Teacher Shared Story
 - Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.
- Think-Pair-Share
 - **Today I am not going to read the whole story with you. You will find out what kind of card Matt makes for his dad.** Use **Think-Pair-Share** to ask students: **What do you think Matt might say in a card for his dad? Let’s go back to the beginning of the story and read it all the way through.**
 - Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).
- Monitor
 - Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
 - **Class comprehension check**—Use the following questions to check class comprehension of the story:
 - Page 1: **Point to Matt. Where is Matt?** *Matt is on the bus. What is Matt doing? Matt is waving at Sad Sam. What did Sad Sam do?* *Sad Sam sat.*
 - Page 2: **Why is it a special day?** *It is a special day because it is Dad’s birthday.*
 - Page 3: **What are Miss Tad and Matt doing?** *They are making a card for Dad. Make a Prediction: Will Dad like the card?* Have students support their predictions.
 - Page 5: **Look at Matt. How did he feel?** *Matt was mad. Why was Matt mad?* *He was mad because Sad Sam took the birthday card.*
 - Page 6 **Point to Dad. Why is Dad happy?** *He likes his birthday card.*
- Think-Pair-Share
 - Page 1: **Point to Matt. Where is Matt?** *Matt is on the bus. What is Matt doing? Matt is waving at Sad Sam. What did Sad Sam do?* *Sad Sam sat.*
 - Page 2: **Why is it a special day?** *It is a special day because it is Dad’s birthday.*
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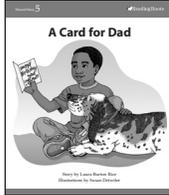
Story 5 **A Card for Dad**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **What does Matt tell his teacher when he gets to school?** *He tells her that it is his dad's birthday.*
 2. **What does Matt put on his dad's birthday card?** *The card has a picture of Dad and Sad Sam. It says, "Happy Birthday, Dad. Love, Matt and Sad Sam."*
 3. **Does Dad like the birthday card?** *Yes, Dad likes the birthday card.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 5: *A Card for Dad*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Sound It Out

- Remind students that the reading strategy they will use with this story is **Sound It Out**.
- Remind students to use the Sound It Out strategy when they come to a word they don't know.
- Ask students to coach their partners to use the strategy when reading.

Story 5 A Card for Dad

Partner Reading

Focus on Fluency:
Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners sit up straight and open their books to the first page. They should point to the first word.
- **That is the proper reading position. When I see everyone sitting up and pointing to the first word, I know that you are ready to begin reading.**
- Model partner reading. Select a confident student to sit with you. **Now I will show you how to read with a partner. One partner reads, and the other one listens. I'm Peanut Butter, so I'll read first.**
- Read the student text of the first page by stretching and reading; then reread it normally. Be sure to demonstrate pointing to each word as you read. **I used Stretch and Read to read the words; then I read the sentence again so I could be sure that I understood what I read.**
- **When I finish reading, my partner will retell what happened on the page.**
- **On the next page, it is my partner's turn to read. I need to listen, pay attention, and follow along by putting my finger on each word as my partner reads it.** Have your student partner read the next page while you model active listening skills. **After my partner reads the page, it will be my turn to retell what happened on that page.**
- **Now you're ready to read with your partners.** Monitor students as they practice partner reading, and continue to model specific reading strategies as necessary.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. **Now we're going to take turns with a partner to read and respond to some sentences about the story. If we decide that the sentence is right, we'll point to "yes" and circle it. If we decide that it is not right, we'll point to "no" and circle it.**
 - Choose a student to be your partner and sit beside you. Make sure that you are both looking at the first comprehension statement on the inside back cover of the story.
 - **We will take turns. I'm Peanut Butter, so I'll go first.** Read the first statement, modeling how to stretch and read "it" and "Dad's," and reminding students of the Red Words "was" and "birthday." **I can sound out the first word: /i...t/ /i..t/ /i.t/ It. I know this next word. It's a Red Word: "was." I can sound out this next word: /d...a...d...s/ /d..a..d..s/ /d.a.d.s/ Dad's. This next word is another Red Word: "birthday." This sentence is: It was Dad's birthday.**
 - Show how to respond to this comprehension statement. **I'm going to think about this; then I'll ask my partner. To student partner: Was it Dad's birthday?**
 - Model how to respond in a complete sentence: **Yes. It was Dad's birthday.**
 - Point to the word "yes" under the statement, and have the partner point also. **Now that my partner and I have talked about the question and answer together, we can circle the answer in our books.** Model circling the correct answer.

Teacher's Note: If your students are not going to use the Shared Stories as consumables, have them write the answers to the questions in their notebooks or on another piece of paper.

- Have your student partner read the next statement, and model active listening.
- Have students complete the discussion questions with their partners. Circulate to monitor that students are demonstrating comprehension and to provide support. As the lessons progress, the number of comprehension statements will decrease and the number of comprehension questions will increase. Continue to model how to respond, and allow students to answer orally or write their responses depending on what they are able to do.
 1. **It was Dad's birthday.**
 2. **Matt was mad at Dad.**
 3. **Sad Sam sat.**

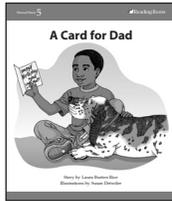
Monitor



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 5: *A Card for Dad*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *A Card for Dad*, is 5 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 5 Goal:
5 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words



Story 5 **A Card for Dad**

Fluency Practice with the Story

- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 2 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 5 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 2. The goal is to
read 5 words correctly in
one minute.



Reading Olympics Celebration

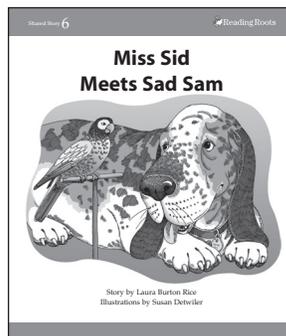
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



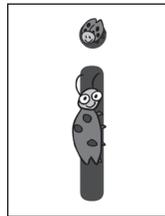
Miss Sid Meets Sad Sam

Laura Burton Rice

At a Glance



Review Sounds:



/i/

Strategies/Skills:

Understanding the concept of a sentence

Recognizing exclamation points

Recognizing question marks

Introduction

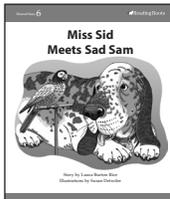
You will need:

- Shared Story 6: *Miss Sid Meets Sad Sam*
- Key card for “i”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *Miss Sid Meets Sad Sam*. I know that this is Sad Sam (point to the dog.), so this must be Miss Sid (point to the bird). Miss Sid is a bird that we will read about today.**



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**



- **Show video: Word Play**—Use the Word Play for Shared Story 6 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

Vocabulary Words:

cage, parrot, cage door, friends, tree, wings



- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—**Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 6, or display the key card for “i” Have students review the alliterative phrase and practice the sound.

Story 6 Miss Sid Meets Sad Sam

Word Presentation



Green Words:

Tim, not, sit, in, Miss Sid, sits, did

- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 6.
- **Introduce Green Words: Let’s read some Green Words. Green Words are words that you can stretch and read.**
- Present the Green Word “sid.” **Let’s read this word together.** Point to each letter as you say: /s...i...d/ /s..i..d/ /s.i.d/ Sid. **Very good.** Stretch and read the remaining Green Words with students as needed.

Red Words:

see, sees, is, the

- **Introduce Red Words: Some words we read will be Red Words. Red Words are words that you have to learn by saying them and remembering them.**
- Present the Red Word “sees.” **This is a word that we will see in the story.** Slide your finger under the entire word and say “sees.” Repeat it once more.
- Use the word in a sentence to help clarify the meaning. (Example: **The boy sees a spider on the wall. Sees.**)
- **We can remember Red Words if we Say Spell Say them. Watch and listen as I say and spell the word “sees.”**
- Say the word “sees.” Say it, clapping as you say each letter. (s [clap] – e [clap] – e [clap] – s [clap]) Say it again: “sees.”
- Continue with the other Red Words. Post the Red Words in a space designated for Shared Story words. Remove the Red Word cards as soon as students have learned them.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Readles:

fly, flies, tree, barks, cage

- **Introduce Readles: I’d like to show you some special pictures that will help you read words in sentences. These are called readles. Readles are pictures that can be read like words.**
- Hold up the readle for “tree.” **When you see the picture, you can say “tree.” What is this? Tree.**
- Continue with the remaining readles. Note that the same picture can represent “fly” or “flies” depending on the sentence.

Story 6 Miss Sid Meets Sad Sam

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other. **Now you and your partner are going to read some story words together. I'll show you how to do it.**
- Select a confident student to assist you. Model partner reading as described below.
 - Sit next to a student, point to a word in your copy of the Shared Story, and make sure the student is pointing to the same word in his or her copy. **I need to sit up next to my partner when we read together. We will each point to the word that we are reading and check to make sure that we are both looking at the same word. I am Peanut Butter, so I will read first.**
 - Stretch and read the first word: /t...i...m/ /t..i..m/ /t.i.m/ Tim.
 - Have the student who is Jelly put a mark beside the word to show that you read it correctly.
 - Model how partners can help each other: **I want to have a mark next to every word on my list, so I'll keep reading. The next word is /i.../. I'm having trouble with this word. What can I do? I can ask my partner to help! My partner and I need to remember the special rule: we should use Stretch and Read to help each other figure out how to read a word.** Have the partner start to stretch and read the word: /i...n/ /i...n/. Then read the word yourself: **My partner helped me by stretching and reading this word: /i...n/. Now I can read it myself: "in."**
 - Explain how you will take turns to read all the words on the list: **It will be my partner's turn to read after I have read all the words on my list. Then I'll listen and mark the words he reads correctly.**
- Designate each student in a partnership as either Peanut Butter or Jelly, and have them take turns listening to each other read the words.
- **Now you and your partner will read some sentences together.** Demonstrate how to work with a partner to read the sentences on the inside front cover of the Shared Story. Make sure that students are all pointing to the word "miss" in the first sentence and that they continue to point to the rest of the words in the first sentence as you model how to read them.
 - Model how to read the first word, and have students repeat. **The first word is a Green Word that we can sound out: /m...i...ss/ /m..i..ss/ /m.i.ss/ Miss. What is the first word? replies The word is "miss."** Stretch and read "Sid" in the same way.
 - Show how to read the next Red Word, and have students repeat: **Now we can go on to the next word. The next word is a Red Word that we have already practiced. What is it? replies The word is "is."**
 - Show how to stretch and read the last word. **Let's try to sound out the last word together: /m...a...d/ /m..a..d/ /m.a.d/ Mad. The word is "mad."**

Story 6 **Miss Sid Meets Sad Sam**

- Review how to recognize the end of a sentence by looking at the end punctuation: **Do you see that little dot after the word “mad”? That dot is called a period, and it lets us know that we have come to the end of the sentence.**
- Read the sentence, and have students repeat: **Let’s read the whole sentence again, so it sounds smooth. If we read it correctly, our partners can put a mark next to it. We’ll begin by pointing to the first word. Ready? Let’s read.**

Monitor

- Monitor partners as they take turns reading the next two sentences and marking the ones that their partners read correctly.



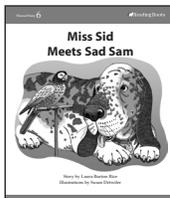
Partner Practice Celebration

Random Reporter

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Guided Practice



You will need:

- Shared Story 6: *Miss Sid Meets Sad Sam*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Review

Metacognitive Strategy:
Sound It Out

- Remind students that the reading strategy they will use with this story is **Sound It Out**.
- Review the Sound It Out strategy and remind students that they should use this strategy when they come to a word they do not know.
- Model sounding out one or two words Green Words if necessary

Story 6 Miss Sid Meets Sad Sam

Guided Partner Reading

Teacher’s Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.

Think-Pair-Share

- **Today I am not going to read the whole story with you. You will find out who Miss Sid is.** Use **Think-Pair-Share** to ask students: **Do you think Miss Sid could be someone’s pet? Let’s go back to the beginning of the story and read it all the way through.**
- Show students how to recognize an exclamation point and to read with appropriate expression.
 - Point to the sentence on page 5: “Sit, Sad Sam! Sit!” **Do you see the long line with a dot under it at the end of this sentence? That is called an exclamation point. It shows that a sentence has come to an end, just like a period. But it is different from a period because it also shows that the sentence has to be read with special emphasis.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).

Monitor

- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.

Think-Pair-Share

- **Class comprehension check**—Use the following questions to check class comprehension of the story:
 - Page 1: Point to the parrot Miss Sid. **Who sees Miss Sid?** *Sad Sam, Dad, and Tim see Miss Sid.*
 - Page 2: **What does Sad Sam do?** *Sad Sam barks.* **How does Miss Sid feel when Sad Sam barks?** *Miss Sid is scared/mad.*
 - Page 3: **What does Miss Sid do?** *Miss Sid flies.* **Make a Prediction: What will happen to Miss Sid?** Have students support their predictions.

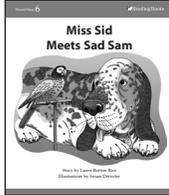
Story 6 **Miss Sid Meets Sad Sam**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **Who is Miss Sid?** *Miss Sid is Tim's new pet parrot.*
 2. **What does Miss Sid do when Sad Sam barks?** *She flaps her wings and flies out of her cage.*
 3. **Who finds Miss Sid? Where is she?** *Sad Sam finds Miss Sid in a tree.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 6: *Miss Sid Meets Sad Sam*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Sound It Out

- Remind students that the reading strategy they will use with this story is **Sound It Out**.
- Remind students to use the Sound It Out strategy when they come to a word they don't know.
- Ask students to coach their partners to use the strategy when reading.

Story 6 **Miss Sid Meets Sad Sam**

Partner Reading

Focus on Fluency:
Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners sit up straight and open their books to the first page. They should point to the first word.
- **That is the proper reading position. When I see everyone sitting up and pointing to the first word, I know that you are ready to begin reading.**
- Model partner reading. Select a confident student to sit with you. **Now I will show you how to read with a partner. One partner reads, and the other one listens. I'm Peanut Butter, so I'll read first.**
- **When I finish reading, my partner will retell what happened on the page.**
- **On the next page, it is my partner's turn to read. I need to listen, pay attention, and follow along by putting my finger on each word as my partner reads it.** Have your student partner read the next page while you model active listening skills. **After my partner reads the page, it will be my turn to retell what happened on that page.**

Monitor

- **Now you're ready to read with your partners.** Monitor students as they practice partner reading, and continue to model specific reading strategies as necessary.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.

Monitor

- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.



- Award pride points if both partners are able to read the page without any errors.

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. **Now we're going to take turns with a partner to read and respond to some sentences about the story. If we decide that the sentence is right, we'll point to "yes" and circle it. If we decide that it is not right, we'll point to "no" and circle it.**
 - Choose a student to be your partner and sit beside you. Make sure that you are both looking at the first comprehension question on the inside back cover of the story.
 - **We will take turns. I'm Peanut Butter, so I'll go first. I see a curly mark at the end of the sentence. That is a question mark. A question mark lets you know that you are going to read a question. Since I'm reading a question, I have to make it sound a little different from when I read a sentence. Model how to read the first question with the appropriate intonation. Did Sad Sam fly?**
 - Show how to respond to this comprehension question. **I'm going to think about this; then I'll ask my partner.** To student partner: **Did Sad Sam fly?** Model how to respond in a complete sentence: **No. Sad Sam did not fly.** Point to the word "no" under the question, and have the partner point also.
 - Have your student partner read the next statement, and model active listening.

Teacher's Note: This is the first lesson in which students are expected to write part of the answer. Model finishing the sentence or writing the answer, depending upon student readiness.

Monitor

- Have students complete the discussion questions with their partners. Circulate to monitor that students are demonstrating comprehension and to provide support. As the lessons progress, the number of comprehension statements will decrease and the number of comprehension questions will increase. Continue to model how to respond, and allow students to answer orally or to write their responses, depending on what they are able to do.

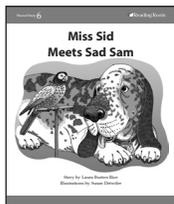
1. **Did Sad Sam fly?**
2. **Did Tim see Miss Sid?**
3. **Miss Sid sits ____.**



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 6: *Miss Sid Meets Sad Sam*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *Miss Sid Meets Sad Sam*, is 5 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 6 Goal:
5 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Fluency Practice with the Story

- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 1 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 5 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 1. The goal is to
read 5 words correctly in
one minute.



Reading Olympics Celebration

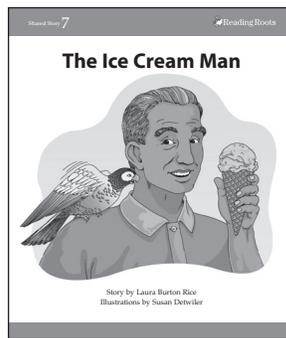
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



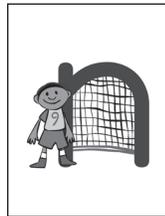
The Ice Cream Man

Laura Burton Rice

At a Glance



Review Sounds:



/n/

Strategies/Skills:

Previewing

Introduction

You will need:

- Shared Story 7: *The Ice Cream Man*
- Key card for “n”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration



- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story



- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Ice Cream Man*. Here is the man (point), and here is an ice cream cone. Point. I think the ice cream man is a person who sells ice cream. Here is Miss Sid. Point. Do you think birds like ice cream? (WGR) We’ll have to read the story to find out why Miss Sid is here with the ice cream man.**



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 7 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.



- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—**Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 7, or display the key card for “n.” Have students review the alliterative phrase and practice the sound.

Vocabulary Words:

mess, treat,
ice cream truck,
neighborhood,
window

Story 7 **The Ice Cream Man**

Word Presentation



Green Words:

Nan, and, mmmmm, man, in, gets

Red Words:

the, likes, ice cream

- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 7.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Readles:

happy

- **Introduce Readles:** Present the story’s readles one at a time, stating the words and asking students to repeat them.

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



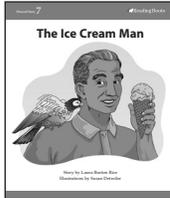
Partner Practice Celebration

Random Reporter



- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Guided Practice



You will need:

- Shared Story 7: *The Ice Cream Man*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Review.

Metacognitive Strategy:
Sound It Out

- Remind students that the reading strategy they will use with this story is **Sound It Out**
- Review the Sound It Out strategy and remind students that they should use this strategy when they come to a word they do not know.
- Model sounding out one or two words Green Words if necessary.

Story 7 **The Ice Cream Man**

Guided Partner Reading

Teacher’s Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

- Teacher Shared Story
 - Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.
- Think-Pair-Share
 - **Today I am not going to read the whole story with you. We’ll see why Miss Sid is with the ice cream man. Do you think birds like to eat ice cream? Let’s go back to the beginning of the story and read it all the way through.**
 - Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).
- Monitor
 - Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
 - **Class comprehension check**—Use the following questions to check class comprehension of the story:
 - Page 1: **What does Nan see?** *Nan sees the ice cream man/a truck/ice cream.*
 - Page 2: **What does Nan say when she eats the ice cream?** *Mmmmm!*
 - Page 3: **What does Tim do?** *Tim gets ice cream.*
 - Page 4: Point to Miss Sid. **Does Miss Sid like ice cream?** *yes* **Where is Miss Sid?** *Miss Sid is on Tim’s ice cream cone.* **Make a Prediction: What will happen to the ice cream?** Have students support their predictions.
 - Page 5: **How do you think Tim feels?** *Tim is mad.*
 - Page 6: **Why is the ice cream man mad?** *He is mad because Miss Sid made a mess.*
 - Page 7: **Does Sad Sam like ice cream?** *Yes* **Who cleaned up the mess?** *Sad Sam cleaned up the mess.*
- Think-Pair-Share

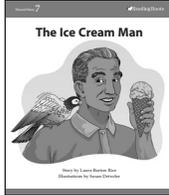
Story 7 **The Ice Cream Man**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **Who do Nan and Tim see?** *Nan and Tim see the ice cream man.*
 2. **What happens to Tim's ice cream?** *Miss Sid flies out of her cage. Miss Sid lands on Tim's ice cream cone. She knocks the ice cream off the cone.*
 3. **Who cleans up the mess Miss Sid makes?** *Sad Sam cleans up the mess.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 7: *The Ice Cream Man*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Sound It Out

- Remind students that the reading strategy they will use with this story is **Sound It Out**.
- Remind students to use the Sound It Out strategy when they come to a word they don't know.
- Ask students to coach their partners to use the strategy when reading.

Story 7 **The Ice Cream Man**

Partner Reading

Focus on Fluency:
Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.

Monitor

- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

1. Did Miss Sid sit in the ice cream?

2. Did Tim get Miss Sid?

3. Sad Sam gets _____.

Monitor

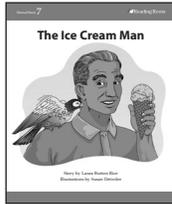
Circulate to monitor partner work.



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 7: *The Ice Cream Man*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Ice Cream Man*, is 10 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 7 Goal:
10 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Partner Practice Celebration

- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students' words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



Story 7 **The Ice Cream Man**

Fluency Practice with the Story

- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 4 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 10 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

Focus on Fluency:
Reading Smoothly, with
Expression, and at an
Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 4. The goal is to
read 10 words correctly in
one minute.



Reading Olympics Celebration

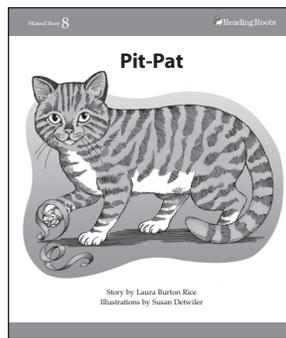
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



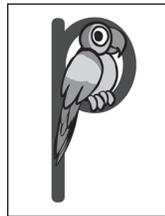
Pit-Pat

Laura Burton Rice

At a Glance



Review Sounds:



/p/

Strategies/Skills:

Previewing

Predicting

Adding "s" to third-person verbs

Introduction

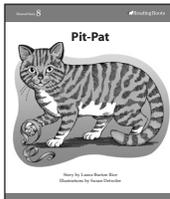
You will need:

- Shared Story 8: *Pit-Pat*
- Key card for “p”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)

Team Celebration



- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story



- **Here is the story we will read today. Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *Pit-Pat* When I say “pit-pat, pit-pat,” it sounds like feet that are walking softly. I can see a picture of a cat on the cover. A cat can walk softly. Maybe Pit-Pat is the name of the cat.**



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 8 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

Vocabulary Words:

paw, present,
milk, cake



- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—**Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 8, or display the key card for “p.” Have students review the alliterative phrase and practice the sound.

Story 8 **Pit-Pat**

Word Presentation



Green Words:

Pam, pats, naps, tips, pan, Pit-Pat, sips, on, pad, milk, cat, sack, at

Red Words:

puts, no, a

Readles:

cake, picture

- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 8.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- Point out the words “naps” and “pats” on the word list. Remind students that it is important to make every sound in the word when they read. Use Stretch and Read, stressing the final “s” in each one.
- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

- **Introduce Readles:** Present the story’s readles one at a time, stating the words and asking students to repeat them.

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



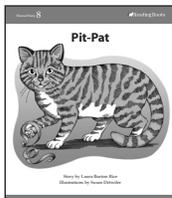
Strategy Introduction

Metacognitive Strategy: Finger Detective

Students can use the Finger Detective strategy to help slow down the word level blending process. This is effective for students needing smaller steps by blending two sounds together before adding a third.

- Introduce the reading strategy students will use while reading the Shared Story: **Finger Detective**.
- Explain the Finger Detective strategy to students. **Today we are going to learn a strategy called Finger Detective which will help you read words that you do not know.**
- Model the strategy by selecting a Green Word from the Shared Story with four graphemes. For example, *naps*.
 - Cover all the letters in the word except the first sound with a finger. Say the first sound (**n**).
 - Uncover the next sound. Say both sounds separately, then closer together until they blend (**n** → **a...na**).
 - Uncover the next sound. Say the first part of the word blended together, then say the next sound. Say these parts closer together until they blend (**na** → **p...nap**).
 - Repeat process until all letters in the word are accounted for (**nap** → **s...naps**).
- Guide practice of the Finger Detective strategy using a different Green Word.
- Let students know that they will practice the Finger Detective strategy as they read the rest of the story.

Guided Practice



You will need:

- Shared Story 8: *Pit-Pat*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Review

Metacognitive Strategy:
Finger Detective

- Remind students that the reading strategy they will use with this story is **Finger Detective**.
- Review the Finger Detective strategy and remind students that they can use this strategy when they come to a word they do not know.
- Model the strategy if necessary.

Story 8 **Pit-Pat**

Guided Partner Reading

Teacher’s Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.

Think-Pair-Share

- **Today I am not going to read the whole story with you. You will find out what Pam gets for her birthday by reading with your partner.** Use **Think-Pair-Share** to ask students: **What do you think she will get? Let’s go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).

Monitor

- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **Why are they having a party?** *It is Pam’s birthday.* **What does the picture in the pan show?** *The picture shows a cat.*
- Page 2: **What does Pam get?** *Pam gets a pad.* Point to the pad. **What picture is on the pad?** *A picture of a cat is on the pad.*
- Page 3: **What does Pam get?** *Pam gets a sack with milk in it.* Point to the sack. **Make a Prediction: What will Pam get for her birthday?** Have students support their predictions.
- Page 4: **What does Mom give Pam for her birthday?** *Mom gives Pit-Pat to Pam.*
- Page 5: **Pit-Pat “sips” the milk. When you “sip,” you drink a little at a time. What is Pit-Pat doing now?** *Pit-Pat is sleeping.* A **“nap” means sleeping for a little while or a short time.**
- Page 6: Point to the cake. **What does Pit-Pat do?** *Pit-Pat tips the cake.*
- Page 7: **Would you like to get a cat for your birthday?**

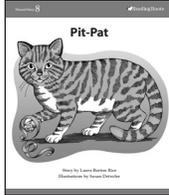
Story 8 **Pit-Pat**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **What does Pam get for her birthday?** *Pam gets a cat Pit-Pat.*
 2. **Tell how Pam uses the presents.** *Pam puts milk in the pan. Pit-Pat drinks the milk and sleeps on the new pad.*
 3. **What does Pit-Pat do when she sees the cake?** *Pit-Pat tips the cake.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 8: *Pit-Pat*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Finger Detective

- Remind students that the reading strategy they will use with this story is **Finger Detective**.
- Remind students that they can use Finger Detective strategy when they come to a word they don't know.
- Ask students to coach their partners to use the strategy when reading.

Story 8 **Pit-Pat**

Partner Reading

Focus on Fluency:
Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Story 8 **Pit-Pat**

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

1. Is a cat picture in the pan?
2. Was Pit-Pat a dog?
3. Did Pam pat Pit-Pat? _____

Monitor

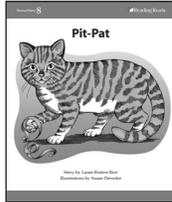
Circulate to monitor partner work.



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 8: *Pit-Pat*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *Pit-Pat*, is 10 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 8 Goal:
10 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Partner Practice Celebration

- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.



Story 8 **Pit-Pat**

Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly, with
Expression, and at an
Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 5. The goal is to
read 10 words correctly in
one minute.

- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 5 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 10 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.



Reading Olympics Celebration

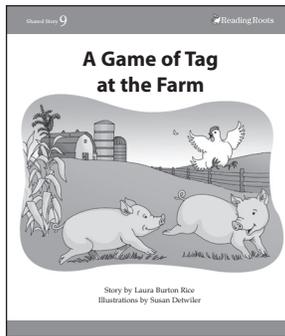
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



A Game of Tag at the Farm

Laura Burton Rice

At a Glance



Review Sounds:



Strategies/Skills:

- Previewing
- Predicting

Introduction

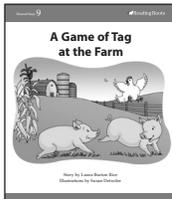
You will need:

- Shared Story 9: *A Game of Tag at the Farm*
- Key card for “g”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- Here is the story we will read today. Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it
- Display the book. **The title of this story is *A Game of Tag at the Farm*. This is a farm. I see pigs (point) and a chicken. Point. It looks like the pigs are chasing each other. Maybe they are playing a game. The title is *A Game of Tag at the Farm*. It sounds like the animals are playing tag on the farm. (WGR) Do you think animals play games? We’ll have to read the story to find out who is playing tag.**



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 9 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

Vocabulary Words:
city/country, pig pen,
cousin, farm, map



- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—Let’s practice the special letter we’ll see a lot of in today’s story. Play the Animated Alphabet segment for Shared Story 9, or display the key card for “g.” Have students review the alliterative phrase and practice the sound.

Story 9 A Game of Tag at the Farm

Word Presentation



- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 9.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Green Words:

gas, sags, map, dig, Mag, tags, pigs, pen, run, gets, on, pats

Red Words:

into, look, falls, looks

Readles:

fence, happy

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

- **Introduce Readles:** Present the story’s readles one at a time, stating the words and asking students to repeat them.

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



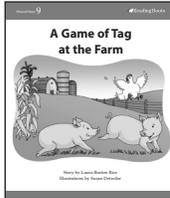
Partner Practice Celebration

Random Reporter



- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Guided Practice



You will need:

- Shared Story 9: *A Game of Tag at the Farm*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Review

Metacognitive Strategy:
Finger Detective, Sound
It Out

- Remind students that the reading strategies they will use with this story are **Finger Detective and Sound It Out**.
- Review the Finger Detective and Sound It Out strategies and remind students that they should use these strategies when they come to a word they do not know.
- Model the strategies if needed.

Story 9 A Game of Tag at the Farm

Guided Partner Reading

Teacher’s Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.
- **Today I am not going to read the whole story with you. You will find out what happens at the farm by reading with your partner. Let’s go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).

Monitor

- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share

- Page 1: **How will Dad use the map?** *The map shows the way to the farm.*
- Page 2: **Where is Mag?** *Mag is near the pig pen.*
- Page 3: **Who is sitting on the fence?** *Mag, Tim, and Matt are sitting on the fence. Show me with your arm what happens to the fence when the kids sit on it. Yes. It sags.*
- Page 4: **Are Mag, Matt, and Tim on the fence?** *No, they are in the pen. Make a Prediction: What will happen to Matt, Mag, and Tim? What will the pigs do?* Have students support their predictions.
- Page 5: **What do the pigs do?** *The pigs run. Why do they run?* *They are scared.*
- Page 6: **What do the pigs do?** *They run. What does Tim do?* *He tags a pig.* Show what “tags” means.
- Page 7: **What do the children do?** *They pat the pig. Why is the pig happy?* *He likes to run. He likes to play tag. He likes to be patted.*

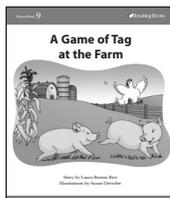
Story 9 **A Game of Tag at the Farm**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **Why do Matt and Tim go to the farm?** *They want to visit their cousin Mag.*
 2. **What happens when they sit on the fence?** *The fence sags. The children fall into the pig pen.*
 3. **What do the pigs do when the children fall into the pig pen? Why?** *The pigs run because they are scared.*
 4. **How do the children have fun with the pigs?** *They play tag together.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 9: *A Game of Tag at the Farm*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Finger Detective, Sound It Out

- Remind students that the reading strategies they will use with this story are **Finger Detective and Sound It Out**.
- Remind students to use the Finger Detective and Sound It Out strategies when they come to a word they don't know. Prioritize based on group need.
- Ask students to coach their partners to use the strategies when reading.

Story 9 A Game of Tag at the Farm

Partner Reading



Focus on Fluency: Accuracy

- **Show video: Fluency: Accuracy—Today we are going to practice Reading with Accuracy. Let’s see how Alphonse practices reading with accuracy as he trains for the Reading Olympics.**
- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.

Monitor



- Award pride points if both partners are able to read the page without any errors.

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.
 1. **Did the pigs look at Tim?**
 2. **Did Mag dig?**
 3. **Did the pigs like tag?**

Monitor

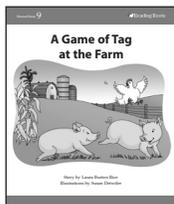
Circulate to monitor partner work.



All Together Now

- **You did a great job reading! Now we’ll all read the story together so we can show how well we can read. Let’s use a nice, clear voice that sounds as though we’re telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow’s Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 9: *A Game of Tag at the Farm*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *A Game of Tag at the Farm*, is 10 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 9 Goal:
10 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Story 9 A Game of Tag at the Farm



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly, with
Expression, and at an
Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 6. The goal is to
read 10 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 6 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 10 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.



Reading Olympics Celebration

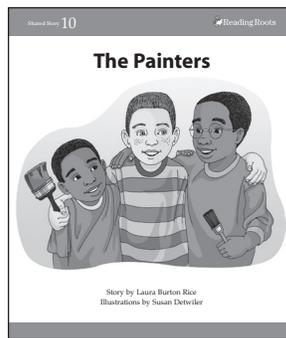
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



The Painters

Laura Burton Rice

At a Glance



Review Sounds:



/o/

Strategies/Skills:

Previewing

Predicting

Adding the “s” to third-person verbs

Introduction

You will need:

- Shared Story 10: *The Painters*
- Key card for “o”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Painters*. I see Matt and Tim (point) on the cover of the book. It looks like they have a friend. The friend is Don (point). Don and Tim both have a paint brush (point). I think these boys are the painters, and they are going to paint something.**



- Use the video Word Play activity for additional language development.

- **Now we’re going to watch a video that will help us find out more about the story.**



- **Show video: Word Play**—Use the Word Play for Shared Story10 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.

Vocabulary Words:
garage door, paint pot,
paint brush, mop



- **Show video: Animated Alphabet**—**Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 10, or display the key card for “o.” Have students review the alliterative phrase and practice the sound.

Story 10 The Painters

Word Presentation



Green Words:

hops, mops, stop, up,
Don, rag, stick, pot, pick,
rocks, top, mom

Red Words:

fall, of, sees

Readles:

ladder, paint

- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 10.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

- **Introduce Readles.** Present the story’s readles one at a time, stating the words and asking students to repeat them.

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Point out words with the third-person “s” ending (*hops, mops, rocks*), and stretch and read them with the class. Stress the final /s/ sound at the end of each word.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

Random Reporter



- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Story 10 **The Painters**

Strategy Introduction

Metacognitive Strategy: Previewing

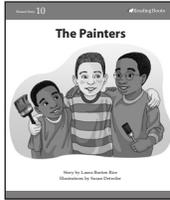
This strategy helps students set a purpose for reading by using their background knowledge prior to reading the text.

- Introduce the reading strategy students will use while reading the Shared Story:
Previewing.
- Explain the Previewing strategy to students. **Today we are going to learn a strategy called Previewing which will help you better understand the story when you read it. When looking at the story title and pictures, you can use your background knowledge to think about what will happen in the story.**
- Remind students that they already used this strategy today when looking at the book's title and cover picture.
- Preview the Shared Story by completing a picture walk for the first three pages. **Let's look through the beginning of the book to see if we can find out what this story is going to be about before we read it tomorrow. Remember that by using the Previewing strategy, it will help us better understand what's happening in the story.**

Think Aloud

- Use a **Think Aloud** to model what is happening on the first page based on the picture.
- Guide practice by asking students to preview page 2 with their partners and have one or two students share what they think is happening on the page.
 - Repeat for page 3 of the Shared Story.
- Let students know that they will practice the Previewing strategy before they read the rest of the story.

Guided Practice



You will need:

.....

- Shared Story 10: *The Painters*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Review

Metacognitive Strategy:
Previewing

- Remind students that the reading strategy they will use with this story is **Previewing**.
- Review the Previewing strategy and remind students that this strategy will help them better understand the story before they read it.
- Model the strategy if necessary.

Story 10 The Painters • • • • •

Guided Partner Reading

Teacher’s Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.

Think-Pair-Share

- **Today I am not going to read the whole story with you.** Use **Think-Pair-Share** to ask students: **You will find out what Matt and Tim paint by reading with your partner. What do you think they will paint? Let’s go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).

Monitor

- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share

- Page 1: **What are the boys going to do?** *They are going to paint the garage door.*
- Page 2: **What is Don doing?** *He is climbing the ladder.*
- Page 3: **What is Pit-Pat doing?** *She is climbing up the ladder.*
- Page 4: **Make a Prediction: What will the boys do about Sad Sam? Will they do the painting job?** Have students support their predictions.
- Page 5: **What is Tim going to do with the rag?** *He is going to clean up Sad Sam.*
- Page 6: **What is Don doing with the mop?** *He is trying to clean up Sad Sam.*
- Page 7: **Is Mom mad? Yes. Why is Mom mad?** *She is mad because Don has made a mess with the paint.*
- Page 8: **Do you think the boys have better luck this time?**

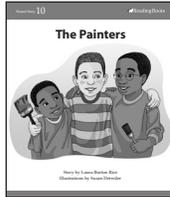
Story 10 **The Painters**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **What are the boys going to paint?** *The boys are going to paint the garage door.*
 2. **How does Sad Sam get covered with paint?** *Pit-Pat jumps on the ladder and knocks the paint pot (can) down on Sad Sam.*
 3. **How do the boys clean up Sad Sam?** *The boys try using a rag. Then they try using a mop.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 10: *The Painters*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Previewing

- Remind students that the reading strategy they will use with this story is **Previewing**.
- Remind students to use the Previewing strategy before reading the book to help them understand the story better.
- Ask students to coach their partners to use the strategy when reading.

Story 10 **The Painters**

Partner Reading

Focus on Fluency:
Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

1. **Did Don get the paint pot?**
2. **Did Pit-Pat hop on the ladder?**
3. **Did the pot fall on Sad Sam?**
4. **Did paint get on Sad Sam?**

Monitor

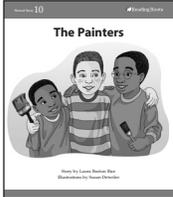
Circulate to monitor partner work.



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

.....

- Shared Story 10: *The Painters*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Painters*, is 15 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 10 Goal:
15 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Story 10 **The Painters**



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics Fluency Practice on page 8. The goal is to read 15 words correctly in one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 8 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 15 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.



Reading Olympics Celebration

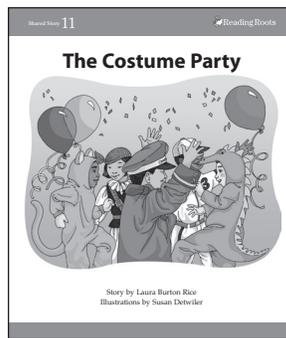
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



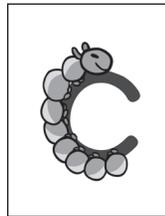
The Costume Party

Laura Burton Rice

At a Glance



Review Sounds:



/c/

Strategies/Skills:

Previewing

Predicting

Understanding the use of quotation marks

Introduction

You will need:

- Shared Story 11: *The Costume Party*
- Key card for “c”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- Display the front cover. **Here is the story we will read today. Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Costume Party*. I can see that the children are all dressed up in different costumes. Here is a dragon costume (point), here is a policeman costume (point), and here is a cat costume (point). I can guess that this story is going to tell about a costume party.**



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 11 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

Vocabulary Words:
cot, costume, tail of socks,
police equipment, cap



- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—**Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 11, or display the key card for “c.” Have students review the alliterative phrase and practice the sound.

Story 11 The Costume Party

Word Presentation



Green Words:

Ann, cap, cot, pin, can, bat, Nick's, hat

Red Words:

says, you, be, he

Readles:

baseball player, dragon, tail, pirate, policeman, jacket, badge

- **Show video: Sound It Out—Now let's practice reading some words.** Show the video segments for Shared Story 11.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher's Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.

- **Introduce Readles:** Present the story's readles one at a time, stating the words and asking students to repeat them.

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- After students have read the first sentence, say: **Let's look at that sentence again. I see some special marks in that sentence that we haven't seen before.**
- Make a set of quotation marks on the chalkboard. **These marks are called quotation marks. Quotation marks.** Have the class repeat after you. **Quotation marks tell us when someone is speaking. The words inside the quotation marks tell us exactly what someone said.**
- Write the sentence on the board. **This sentence begins: Nick says. Then we see some words in quotation marks. The words in quotation marks tell us the exact words that Nick said. What did Nick say? "Matt is a cat. I cannot be a cat."**
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Guided Practice



You will need:

- Shared Story 11: *The Costume Party*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Review

Metacognitive Strategy:
Previewing, Finger
Detective, Sound It Out

- Remind students that the reading strategies they will use with this story are **Previewing**, **Finger Detective**, and **Sound It Out**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading (Previewing) and when they come to a word they do not know (Finger Detective and Sound It Out).
- Model the strategies as needed.

Story 11 The Costume Party

Guided Partner Reading

Teacher’s Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.
- **Today I am not going to read the whole story with you. You will find out what happens at the costume party by reading with your partner. Let’s go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).

Monitor

- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: Point to Matt. **What is Matt’s costume?** *He is a cat.* Point to the cot. **A cot is a small bed.**
- Page 2: Point to the bat. Point to the cap. **What is Tim’s costume?** *He is a baseball player.*
- Page 3: Point to Nick. **Is Nick Sad? Yes Why is Nick sad?** *He doesn’t know what he will wear to the party. He wants a costume that no one else has.* **Make a Prediction: What will Nick be for the costume party?** Have students support their predictions.
- Page 4: Point to the dragon. **What is Tim’s idea?** *Nick can be a dragon.*
- Page 5: Point to Don. **What is Don’s costume?** *He is a dragon.* **Why is Nick sad?** *Now Nick cannot be a dragon.*
- Page 7: Point to Ann. **What is Ann’s costume?** *She is a pirate.* **Why is Nick sad again?** *He wanted to be a pirate too.*
- Page 8: **Why is Nick happy now?** *He has an idea for a costume. He can be a policeman.*

Story 11 **The Costume Party**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **Why are the children dressing up?** *They are going to a costume party.*
 2. **Name some of the costumes in the story.** *Some of the costumes in the story are a cat, a baseball player, a dragon, a pirate, and a policeman.*
 3. **Why is Nick happy at the end of the story?** *Nick is happy because he finally thought of a costume that no one else has. He can be a policeman.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 11: *The Costume Party*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Previewing, Finger Detective, Sound It Out

- Remind students that the reading strategies they will use with this story are **Previewing, Finger Detective, and Sound It Out.**
- Remind students to use the strategies to help them understand the story better before reading (Previewing) and when they get to a word they do not know (Finger Detective and Sound It Out). Prioritize based on group need.
- Ask students to coach their partners to use the strategies when reading.

Story 11 **The Costume Party**

Partner Reading

Focus on Fluency:
Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.
 1. **Is Tim a cat?**
 2. **Is Tim's cap on Nick's cot?**
 3. **Is Ann a pirate?**
 4. **Can Nick be a policeman?**

Monitor

Circulate to monitor partner work.



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 11: *The Costume Party*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Costume Party*, is 15 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 11 Goal:
15 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Story 11 **The Costume Party**



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics Fluency Practice on pages 1 and 2. The goal is to read 15 words correctly in one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to pages 1 and 2 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 15 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.



Reading Olympics Celebration

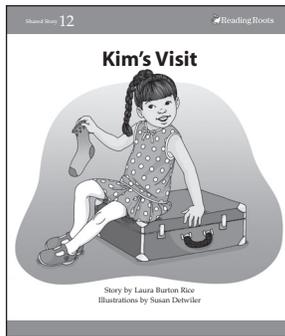
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



Kim's Visit

Laura Burton Rice

At a Glance



Review Sounds:



/k/

Strategies/Skills:

Previewing

Predicting

Understanding quotation marks

Adding "s" to third-person verbs

Introduction

You will need:

- Shared Story 12: *Kim's Visit*
- Key card for "k"
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration



- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- **Let's preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *Kim's Visit*. This must be Kim (point). I can tell she is taking a trip because she has her suitcase (point). You take a suitcase with you when you go somewhere for a visit. We'll have to read the story to find out where she goes for her visit.**
- Use the video Word Play activity for additional language development.
- **Now we're going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 12 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—**Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment for Shared Story 12, or display the key card for "k." Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
 suitcase, window,
 socks, clothes

Story 12 **Kim's Visit**

Word Presentation



Green Words:

asks, lots, kisses, pops, back, Kim's, packs, socks, kids, nods, picks, sick

Red Words:

hi, she, give, all

- **Show video: Sound It Out—Now let's practice reading some words.** Show the video segments for Shared Story 12.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher's Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.

Readles:

suitcase, toys, toothbrush, tree

- **Introduce Readles:** Present the story's readles one at a time, stating the words and asking students to repeat them.

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Point out words with the third-person "s" ending (*asks, kisses, pops, packs, picks*), and stretch and read them with the class. Stress the final /s/ sound at the end of each word.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Point out the third sentence on the list. **Let's look carefully at this sentence. I see some symbols that we need to learn more about.**
- Make a set of quotation marks on the chalkboard. **Remember these? These are called quotation marks. Quotation marks tell us when someone is speaking. The words inside the quotation marks tell us exactly what someone said.**
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



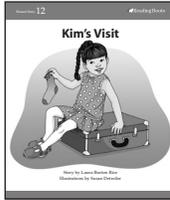
Partner Practice Celebration

Random Reporter



- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Guided Practice



You will need:

- Shared Story 12: *Kim's Visit*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Review

Metacognitive Strategy:
Previewing, Finger
Detective, Sound it Out

- Remind students that the reading strategies they will use with this story are **Previewing, Finger Detective, and Sound It Out**.
- Review the strategies and remind the students that they should use them to help them understand the story better when reading (Previewing) and when they come to a word they do not know (Finger Detective and Sound It Out).
- Model the strategies as needed.

Guided Partner Reading

Teacher's Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.

Story 12 **Kim's Visit**

- **Today I am not going to read the whole story with you. You will find out what happens during Kim's visit by reading with your partners. Let's go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).
- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Think-Pair-Share



- Page 1: Point to Mom. **What is wrong with Mom?** *Mom is sick.* Point to the suitcase. **What is the suitcase for?** *You put your things in a suitcase when you are taking a trip.* **Why do you think Kim is packing a suitcase?** *She is going to visit her cousins.*
- Page 2: **Here is Kim's suitcase. Kim "packs" socks in a suitcase means Kim puts socks in a suitcase.** Point to her socks. Point to the toys. **The toys are in a sack.** Point to the sack. Point to the toothbrush. **Name all of the things that Kim packs.**

Total Physical Response



- Page 3: **What does Mom ask?** *Did you pack?* **What does Kim do?** *She nods and kisses Mom.* **Show me how to nod. What does it mean when you nod?** *It means "yes."*
- Page 4: **What happens when Nan picks up the suitcase?** *It pops open.* Use pantomime to demonstrate "pop."
- Page 5: Point to Pit-Pat, the cat. **What does Pit-Pat get?** *Pit-Pat gets a sock.* **Make a Prediction: What will Pit-Pat do with the sock?** Have students support their predictions.
- Page 6: Point to Pit-Pat. **Where is Pit-Pat?** *Pit-Pat is in the tree.* Point to the sock. **Who has the sock?** *Pit-Pat has the sock.* **What do Pam and Kim say when they see Pit-Pat in the tree?** *They say, "Stop, Pit-Pat."*
- Page 7: **How does Pit-Pat get out of the tree?** *Don gets Pit-Pat.* **Does Kim get her sock back?** *yes*

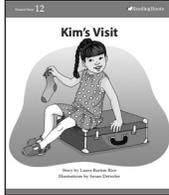
Story 12 **Kim's Visit**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **Why does Kim visit her cousins?** *Kim visits her cousins because her mother is sick.*
 2. **What does Pit-Pat do when the suitcase pops?** *Pit-Pat grabs a sock and runs up a tree.*
 3. **How does Kim get her things back?** *Don gets Pit-Pat out of the tree. The kids pick things up and pack her suitcase.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 12: *Kim's Visit*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Previewing,
Finger Detective,
Sound It Out

- Remind students that the reading strategies they will use with this story are **Previewing, Finger Detective, and Sound It Out.**
- Remind students to use the strategies to help them understand the story better before reading (Previewing) and when they get to a word they do not know (Finger Detective and Sound It Out). Prioritize based on group need.
- Ask students to coach their partners to use the strategies when reading.

Focus on Fluency:
Accuracy

Partner Reading

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.
 1. **Was Kim sick?**
 2. **Did Pit-Pat get a sack?**
 3. **Did Don get Pit-Pat?**
 4. **Did the kids pick up all the socks?**

Monitor

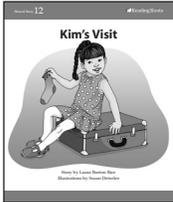
Circulate to monitor partner work.



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 12: *Kim's Visit*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *Kim's Visit*, is 15 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 12 Goal:
15 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Fluency Practice with the Story



Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 7. The goal is to
read 15 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 7 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 15 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.



Reading Olympics Celebration

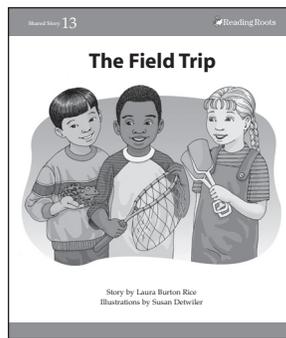
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



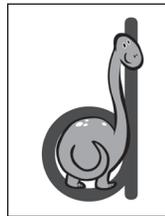
The Field Trip

Laura Burton Rice

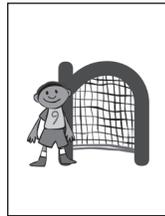
At a Glance



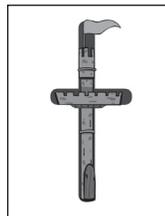
Review Sounds:



/d/



/n/



/t/

Strategies/Skills:

Previewing

Predicting

Introduction

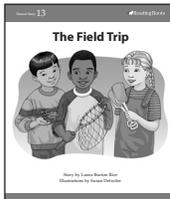
You will need:

- Shared Story 13: *The Field Trip*
- Key cards for “d”, “n”, and “t”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story



- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Field Trip*. I can see three children: Nick (point), Matt (point), and Nan (point). I can guess that these children are going on a field trip. Nan has shovels (point), Matt has a net (point), and Nick has a frog! I wonder if Nick caught the frog on the field trip. (T-P-S) Where could you catch a frog? I wonder what Matt plans to catch in his net. Since Nan has shovels, she must be planning to dig for something. (T-P-S) What do you think she will dig for?**



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 13 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Let’s practice the special letters we’ll see a lot of in today’s story.** Display the key cards for “d,” “t,” and “n.” Have students review the alliterative phrases and practice the sounds. **We’re going to see these letters blended together in our story.**

Vocabulary Words:
picnic box, shovel

Story 13 The Field Trip

Word Presentation



Green Words:

ants, wet, frog, kicks,
hand, with, nip, net, pants,
box, off, picnic, pond,
dips, sand, Matt's

Red Words:

her, out, put, to

- **Show video: Sound It Out—Now let's practice reading some words.** Show the video segments for Shared Story 13.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher's Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.

Readles:

shovel

- **Introduce Readles:** Present the story's readles one at a time, stating the words and asking students to repeat them.

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



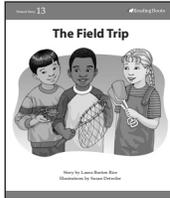
Partner Practice Celebration

Random Reporter



- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Guided Practice



You will need:

- Shared Story 13: *The Field Trip*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Review

Metacognitive Strategy:
Previewing, Finger
Detective, Sound It Out

- Remind students that the reading strategies they will use with this story are **Previewing**, **Finger Detective**, and **Sound It Out**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading (Previewing) and when they come to a word they do not know (Finger Detective and Sound It Out).
- Model the strategies as needed.

Guided Partner Reading

Teacher's Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.

Story 13 The Field Trip

- **Today I am not going to read the whole story with you. You will find out what happens on the field trip by reading the story with your partner. Let's go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).
- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Think-Pair-Share



- Page 1: Point to the teacher Miss Tad. **What is Miss Tad packing?** *Miss Tad is packing a picnic, or a picnic box. A “picnic” is food to eat outdoors.* Point to Nick. **What is Nick packing?** *Mats They will sit on mats.* Point to Nan. **What will Nan pack?** *shovels They will dig with shovels.* Point to Matt. **What is Matt packing?** *Cans*
- Page 2: **Where does Miss Tad sit?** *Miss Tad is sitting on a mat.* **What does Miss Tad put on the mat?** *Miss Tad puts the picnic on the mat.* **What do the children do in the sand?** *They dig in the sand.*
- Page 3: **Who do you see in the picture?** *Matt* **What does he have in his hand?** *He has a net.* **What is he trying to catch with the net?** *He is trying to catch a frog.* **Where is the frog?** *The frog is in the pond.*
- Page 4: **Does Matt catch the frog?** *No* **Where does the frog go?** *The frog goes back into the pond.* **Make a Prediction: Will Matt catch the frog again?** Have students support their predictions.
- Page 5: Point to Matt's pants. **Matt's pants get wet.** Show something wet. **How do Matt's pants get wet?** *The frog splashes Matt.* **Where does Matt sit?** *Matt sits in the sand.*
- Page 6: **The story says, “Ants NIP the kids.” “Nip” means to take a little bite.** Demonstrate “nip.” **What do the ants do?** *They nip the kids.* **What do Matt and Nick do?** *They kick sand on the ants.*
- Page 7: **Where do the ants run?** *The ants run to the picnic mat.* **What does Nan do with the ants?** *She puts them in a can.*
- Page 8: **Does the frog hop on the mat?** *Yes* **Where do the ants go?** *The ants run off the mat.* **Will a frog eat ants?** *Yes*



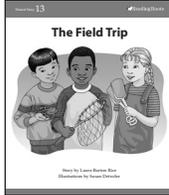
Story 13 **The Field Trip**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **Why are the children taking a trip?** *They are going on a school trip. They will gather plants and bugs to study in science class.*
 2. **What does Matt try to catch? Does he ever catch it?** *Matt tries to catch a frog with a net. The frog hops out of the net and back into the pond. Matt never catches the frog.*
 3. **What happens when the children have their picnic?** *The ants run to the picnic mat. The frog scares the ants, and they run away.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 13: *The Field Trip*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Previewing, Finger Detective, Sound It Out

- Remind students that the reading strategies they will use with this story are **Previewing, Finger Detective, and Sound It Out.**
- Remind students to use the strategies to help them understand the story better before reading (Previewing) and when they get to a word they do not know (Finger Detective and Sound It Out). Prioritize based on group need.
- Ask students to coach their partners to use the strategies when reading.

Story 13 **The Field Trip**

Partner Reading

Focus on Fluency:
Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.
 1. **Did Matt see ants in the pond?**
 - 2 **Did the kids dig in the sand?**
 3. **Did Nan put ants in a can?**
 4. **Did the ants get the picnic?**

Monitor

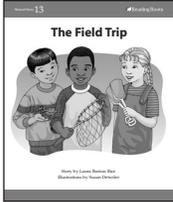
Circulate to monitor partner work.



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 13: *The Field Trip*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Field Trip*, is 20 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 13 Goal:
20 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Fluency Practice with the Story



Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 4. The goal is to
read 20 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 4 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 20 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.



Reading Olympics Celebration

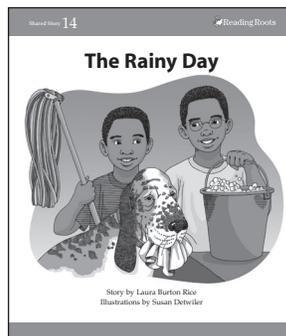
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



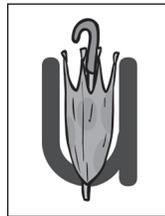
The Rainy Day

Laura Burton Rice

At a Glance



Review Sounds:



/u/

Strategies/Skills:

Previewing

Predicting

Introduction

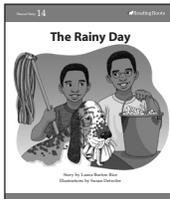
You will need:

- Shared Story 14: *The Rainy Day*
- Key card for “u”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story



- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Rainy Day*. I can see Matt and Tim with their dog, Sad Sam. Matt has a mop (point), and Tim has a bucket with some suds in it (point). Hmm. I guess they are going to clean something. Maybe they will mop the floor. I wonder why the title of the story is *The Rainy Day*. This book must tell about something that happens on a rainy day.**



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 14 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

Vocabulary Words:
dog biscuit, mop,
mud, rain



- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—**Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 14, or display the key card for “u.” Have students review the alliterative phrase and practice the sound.

Story 14 **The Rainy Day**

Word Presentation



- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 14.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Green Words:

but, suds, skids, tugs, slips,
must, dug, mud, rag

Red Words:

puts, says, has, you

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Readles:

bucket, floor, dog biscuit

- **Introduce Readles:** Present the story’s readles one at a time, stating the words and asking students to repeat them.

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



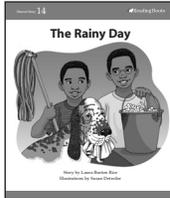
Partner Practice Celebration

Random Reporter



- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Guided Practice



You will need:

- Shared Story 14: *The Rainy Day*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Review

Metacognitive Strategy:
Previewing, Finger
Detective, Sound It Out

- Remind students that the reading strategies they will use with this story are **Previewing**, **Finger Detective**, and **Sound It Out**.
- Review the strategies and remind students that they should use them to help them understand the story better before reading (Previewing) and when they come to a word they do not know (Finger Detective and Sound It Out).
- Model the strategies as needed.

Guided Partner Reading

Teacher's Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.

Story 14 **The Rainy Day**

- **Today I am not going to read the whole story with you. You will find out what happens on the rainy day by reading the story with your partners. Let's go back to the beginning of the story and read it all the way through.**

- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.

1. The teacher reads the teacher text at the top of the page.
2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
3. The partners reread in unison for fluency.
4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
5. The whole class rereads the page in unison (optional).

Monitor

- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: Point to Tim. Point to the suds. **What is Tim doing?** *Tim is putting water and suds in the bucket.* Point to Matt. Point to the mop. **What did their mom ask them to do?** *Their mom asked them to mop the floor.*



- Page 2: **Sad Sam SKIDS** (demonstrate) **in. Why does he skid?** *The floor is wet. Can Sad Sam stop? No*
- Page 3: **Why is Sad Sam covered with mud?** *He was digging in the mud. What does Matt say?* *Matt says, "Sad Sam, you MUST stop!"*
- Page 4: **Did Sad Sam get mud on the floor? Yes How do the boys feel?** *The boys feel mad.*
- Page 5: **Why are the boys mad?** *The boys are mad because there is mud on the floor. Make a Prediction: How will the boys clean up the mud?* Have students support their predictions.
- Page 6: Point to the rag. **What was Matt going to do with the rag?** Demonstrate "tug." **Who tugs on the rag?** *Matt and Sad Sam tug on the rag. What does Tim do?* *He tugs on Matt.*
- Page 7: **Sad Sam tugs on the rag really hard.** Have a student demonstrate "tugs." **What do you think happens after that?**
- Page 8: **What is Matt's idea?**

Total Physical Response

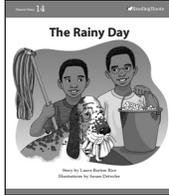
Story 14 **The Rainy Day**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
 1. **Why can't Sad Sam stop when he walks in the door?** *Sad Sam's feet are muddy, and the floor is wet.*
 2. **The boys try to clean Sad Sam. What does Sad Sam do with the rag?** *They try to clean Sad Sam with a rag, but Sad Sam grabs the rag with his teeth. They try to pull the rag away from Sad Sam and fall on the floor.*
 3. **Do the boys get the floor clean?** *Matt gets Sad Sam a dog biscuit. Matt will mop up Sad Sam. Tim will mop up the mud.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 14: *The Rainy Day*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Previewing, Finger
Detective, Sound It Out

- Remind students that the reading strategies they will use with this story are **Previewing, Finger Detective, and Sound It Out.**
- Remind students to use the strategies to help them understand the story better before reading (Previewing) and when they get to a word they do not know (Finger Detective and Sound It Out). Prioritize based on group need.
- Ask students to coach their partners to use the strategies when reading.

Story 14 **The Rainy Day**

Partner Reading

Focus on Fluency:
Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.

Monitor

- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.
 1. **Was mud on the floor?**
 2. **Did Matt and Tim get mad?**
 3. **Did Sad Sam mop the floor?**
 4. **Did Sad Sam sit?**

Monitor

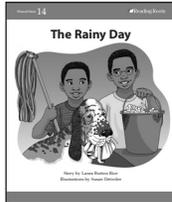
Circulate to monitor partner work.



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 14: *The Rainy Day*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Rainy Day*, is 20 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 14 Goal:
20 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on pages
6 and 7. The goal is to
read 20 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to pages 6 and 7 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 20 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.



Reading Olympics Celebration

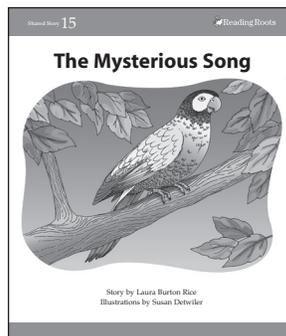
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



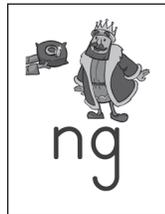
The Mysterious Song

Laura Burton Rice

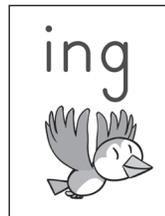
At a Glance



Review Sounds:



/ng/



/ing/

Strategies/Skills:

Previewing

Predicting

Adding “_ing” to the end of verbs

Introduction

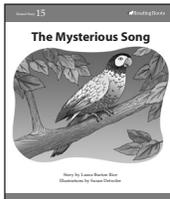
You will need:

- Shared Story 15: *The Mysterious Song*
- Key cards for “ng” and “ing”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Mysterious Song*. I can see the bird, Miss Sid (point), on the cover of the book. Let’s see, what does a song have to do with a bird? I know that a bird can sing. Maybe the bird sings a song in this story.**
- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 15 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—**Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 15, or display the key card for “ng.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
children, mop, sidewalk

Story 15 The Mysterious Song

Word Presentation



- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 15.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Green Words:

Ding-Dong, singing, missing, song, sitting, mopping, sings, bangs, getting, long, steps

Red Words:

he, we, are, she

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Readles:

hear, house, tree, ladder

- **Introduce Readles:** Present the story’s readles one at a time, stating the words and asking students to repeat them.

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Write the words “sitting,” “singing,” and “mopping” on the board. Underline the letters “ing” in each word. **We sometimes add the letters “_ing” to the end of a word.** Cover the letters “ting” in the word “sitting.” **This word is “sit.” When we add “_ing” (Remove your hand.), it becomes “sitting.” Sitting. That means someone is sitting right now. You are sitting in class.** Repeat the explanation for the words “singing” and “mopping.” Use each word in a sentence.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

Random Reporter



- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

Metacognitive Strategy:
Word Parts—Endings
(-ing)

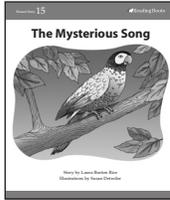
In addition to using the Finger Detective strategy to sound out and blend letter sounds to read a word, students can use it to sound out and read words with word parts such as endings.



Strategy Introduction

- Introduce the reading strategy students will use while reading the Shared Story:
Finger Detective: Word Parts—Endings (-ing).
- Explain the enhanced use of the Finger Detective strategy to students. **Today we are going to use the Finger Detective strategy to help us read words you don't know by looking at word parts.**
- **Show video:** Finger Detective—Use the video to model sounding out words with the *-ing* ending.
- Select one of the green words with the *-ing* ending and model the Finger Detective strategy.
 - Cover the word ending *-ing* with a finger. Sound out the letters in the first part of the word and then say the word.
 - Uncover the ending *-ing* and add this sound to first part of the word that was sounded out.
 - Say these parts together until they blend into a recognizable word.
- Guide practice of the Finger Detective strategy using a different Green Word that has an ending *-ing*.
- Let students know that they will practice the Finger Detective strategy as they read the rest of the story.

Guided Practice



You will need:

- Shared Story 15: *The Mysterious Song*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Review

Metacognitive Strategy:
Finger Detective: Word Parts—Endings (-ing)

- Remind students that the reading strategy they will use with this story is **Finger Detective**.
- Review the Finger Detective strategy and remind the students that they should use this strategy when they come to a word with an ending that they do not know.
- Model the strategy if necessary.
- Remind students that they can also use the Sound It Out strategy if they come to a word they do not know, and use the Previewing strategy to help them understand the story better when reading.

Story 15 The Mysterious Song

Guided Partner Reading

Teacher’s Note: If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.
- **Today I am not going to read the whole story with you. You will find out about the mysterious song by reading with your partner. Let’s go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
 1. The teacher reads the teacher text at the top of the page.
 2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
 3. The partners reread in unison for fluency.
 4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class rereads the page in unison (optional).

Monitor

- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **Where is Ann sitting?** *Ann is sitting on the steps.* Point to the steps. **What does Ann hear?** *Ann hears singing.* Point to your ears. **What are the words to the song?** *“Ding-Dong. I sing a song.”*
- Page 2: **Who does Ann see?** *Ann sees Don.* **What does Ann ask him?** *“Did you sing?”*
- Page 3: **Did Don sing the song?** *No, Don did not sing the song.* **Can Don hear the song?** *Yes, Don can hear the song.* **What are the words to the song?** *“Ding Dong. I sing a song.”*
- Page 4: **Who else hears the singing?** *Ann’s mom hears the singing.* **Where is Ann’s mom?** *Ann’s mom is in the house.* **What are the words to the song?** *“Ding-Dong. I sing a song.”* **Make a Prediction: Who or what is singing?** Have students support their predictions.
- Page 5: **Who is Miss Sid?** *A bird.* **Why is Tim worried?** *Miss Sid is missing.* **What do you think Tim sees when he looks up?** *Miss Sid.* **Who is singing the song?** *Miss Sid is singing the song.*

Story 15 **The Mysterious Song**



Total Physical Response

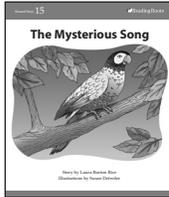
- Page 6: **Where is Miss Sid?** *Miss Sid is in the tree.* **Where do the kids run?** *The kids run into the house.* **What does Ann get?** *Ann gets a mop.* Point to the mop. Explain “mop,” if needed. What does Don get? *Don gets a long ladder.* Point to the ladder. Explain “ladder.”
- Page 7: **What does Don do with the mop?** *He bangs the tree.* (TPR) **Can you show me what “bang” means?** **What does Ann’s mom ask?** *Are you mopping a tree?* **What is mopping?** **What do you usually mop?**
- Page 8: **Where does Miss Sid sit?** *Miss Sid sits on the mop.* **What does Tim do?** *He pats Miss Sid.* **What does Miss Sid say?** *“Ding-Dong. I sing a song.”* **Why is this book called *The Mysterious Song*?**

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another’s responses. Call on different partnerships to share their answers with the class.
 1. **What does Ann do when she can’t figure out where the song is coming from?** *Ann asks Don if he hears the song too.*
 2. **Who is singing the song?** *Miss Sid is singing the song.*
 3. **What do the children use to get Miss Sid out of the tree?** *The children use a mop.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 15: *The Mysterious Song*
- Reading Between the Lions interactive software

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Finger Detective: Word Parts—Endings (-ing)

- Remind students that the reading strategy they will use with this story is **Finger Detective**.
- Remind students to use the Finger Detective strategy when they come to a word with an ending that they don't know, and to coach their partners to apply the strategy if needed.
- Remind students to continue using the Sound It Out strategy if they come to a word they do not know, and use the Previewing strategy to help them understand the story better when reading.

Story 15 **The Mysterious Song**

Partner Reading

Focus on Fluency: Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.

Monitor

- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.
 1. **Was Don singing?**
 2. **Was Miss Sid missing?**
 3. **Was Tim mopping a tree?**
 4. **Miss Sid sings, _____.**

Monitor

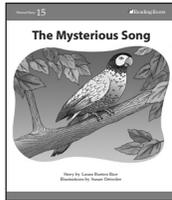
Circulate to monitor partner work.



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 15: *The Mysterious Song*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Mysterious Song*, is 20 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 15 Goal:
20 wcpm

Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



Story 15 **The Mysterious Song**



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate.

Start Reading Olympics
Fluency Practice on
page 5. The goal is to
read 20 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 5 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 20 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.



Reading Olympics Celebration

- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



Appendix

Additional Resources are available on the Reading Between the Lions: Reading Roots 5th Edition pages on Online Resources (<https://resources.successforall.org>).

