



Shared Story

# Teacher's Manual

Level 2

## ***Reading Between the Lions: Reading Roots 5th Edition Shared Story Teacher's Manual Level 2***

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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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- **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

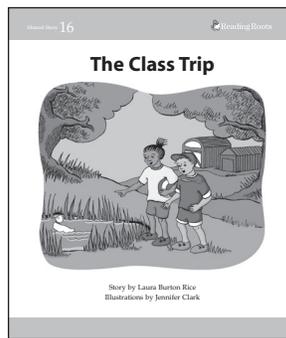
- **Let’s celebrate our new team and think about what we are most excited about.** Use **Think-Pair-Share** to have students talk with their partner about what they are looking forward to. Use **Random Reporter** to call on a partnership to respond.
- Award pride points to partners who can successfully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



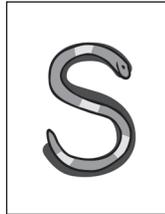
## The Class Trip

Laura Burton Rice

### At a Glance



#### Review Sounds:



/s/ and s-consonant blends

#### Strategies/Skills:

Previewing

Predicting

Introducing the word pattern  
“\_all”

## Introduction

### You will need:

- Shared Story 16: *The Class Trip*
- Key card for “s”
- 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 Class Trip*. I see two children, Tanya (point) and Scott (point). They are on a trip. I’ll look closely at the picture and see if I can tell where they went for their trip. It looks like they are outside. I can see barns (point) in the back. I think they went to a farm for their trip.**



- 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 16 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

**Vocabulary Words:**  
duck, mud, pond, rock,  
tree stump



- **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 16, or display the key card for “s.” Have students review the alliterative phrase and practice the sound. **We’re going see this letter blended with other letters we know.**

## Story 16 **The Class Trip** . . . . .

### Word Presentation



#### Green Words:

fast, stands, past, stuck, tree, stump, spins, lands, sticks, from, helps, him, spots, fall, ball, taps

#### Red Words:

by, have, his, for, do, me

- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 16.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- Present the Green Word “fast.” (Print it on the board, or hold up the Green Word Card.) **Let’s read this word together.** Point to each letter as you say, /f...a...s...t/, /f..a..s..t/, /f.a.s.t/. **Fast. Very good.** Stretch and read a few more Green Words with students as needed. Note the sound of /\_all/ in “ball” and “fall” is slightly irregular and the “a” sounds more like /o/. Highlight that these words are in a box on the Partner Word and Sentence Reading page to help students remember.
- **Some words we read will be Red Words. Red Words are words that you have to learn by saying them and remembering them.**
- **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.
- Present the Red Word Card “have.” **This is a word that we will see in the story.** Slide your finger under the entire word, and say “**have.**” Repeat it once more.
- Use the word in a sentence to help clarify the meaning. (Example: We have books in class. “**Have.**”)
- Say the word “**have.**” Spell it, clapping as you say each letter: **h** [clap] – **a** [clap] – **v** [clap] – **e** [clap]. Say it again: “**have.**”

**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.

### 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 that 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: /f...a...s...t/, /f..a..s..t/, /f.a.s.t/. **Fast.**

## Story 16 **The Class Trip** . . . . .

- 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 /t.../. 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 can only use Stretch and Read to help each other figure out how to read a word.** Have the partner stretch and read the word: /t...r...ee/, /t.r..ee/, /t.r.ee/. Then read the word for yourself. **My partner helped me by stretching and reading this word: /t...r...ee/. Now I can read it for myself: "Tree."**
- Explain how you will take turns reading 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 or she reads correctly.**
- Have partners take turns reading the words. Note that the /\_all/ words are in a box. As you monitor students, prompt them to listen for how these words sound the same.
- **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 "Tanya" 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 word, and have students repeat. /t...a...n... y...a/, /t..a..n..y..a/, /t.a.n.y.a/. **Tanya.**
  - Show how to stretch and read the next word, and have students repeat. /k...i...ck...s/, /k.i..ck..s/, /k.i.ck.s/. **Kicks.**
  - **The next word is a Red Word that we have seen before. This word is "the."** Have students repeat.
  - Show how to stretch and read the last word. /b...a...ll/, /b..a..ll/, /b.a.ll/. **Ball.**
  - Show how to recognize the end of a sentence by looking at the end punctuation. **Do you see the little dot after the word "ball"? 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 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 Introduction

### Metacognitive Strategy: Monitoring for Meaning

This strategy will help students check their understanding of a story while reading.

### Think Aloud

- Introduce the reading strategy students will use while reading the Shared Story: **Monitoring for Meaning**.
- Explain the Monitoring for Meaning strategy to students. **Today we are going to learn a strategy called Monitoring for Meaning which will help you understand what you are reading. The way to check if you understand is to read a sentence or page and then ask yourself, “Did I understand what I read?” Then, in your own words tell yourself what you have just read. Remember an important purpose for reading is to learn, so it is important to check your understanding of the story as you read.**
- Model the strategy. Read the following passage out loud to students: **Tanya woke up early. She was very excited. Today was a big day. Tanya would be singing in the school play.**
- Use a **Think Aloud** to model the Monitoring for Meaning strategy by asking yourself: **Did I understand what I read?** Restate what you read. **Yes, I read that Tanya woke up early because she was excited to sing in the school play.** Tell students it’s important for them to ask themselves this question after reading so they understand what’s happening in the story.
- Guide practice by reading page one of the Shared Story to students and ask if they understood what you read. Ask them to discuss with their partners and select one or two students to share what they heard you read.
- Let students know that they will practice the Monitoring for Meaning strategy as they read the rest of the story.

## Guided Practice



### You will need:

- Shared Story 16: *The Class 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:  
Monitoring for Meaning

- Remind students that the reading strategy they will use with this story is **Monitoring for Meaning**.
- Review the Monitoring for Meaning strategy and remind students that this strategy will help them understand the story as they read it.
- Model the strategy if necessary.

## Story 16 **The Class Trip** . . . . .

### 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

- **Now we’re ready to read the story with our partners.**
- **Sometimes when we’re reading a story, we get stuck on a hard word. This card** (Display the Reading Strategy Cue Card.) **can help us remember what to do when we get stuck.** Review each section of the card, and remind students they are already familiar with two of the strategies (Sound it Out and Finger Detective). Let them know they will learn more about the other two strategies (Read Again and Think and Read On and Think) in upcoming lessons.
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- 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.
- **Today I am not going to read the whole story with you. The title of this story is *The Class Trip*. Where might these children be going on a class trip? We’ll find out as we read today.**
- 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 who begins first. 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 Miss Stanton standing?** *Miss Stanton is by the pond. This is a tree stump* (point). **What does Tanya take from the stump?** *a ball*
- Page 2: **What does Scott say?** *“Can you kick it to me?”* **Where is Scott?** *Scott is by the pond. What is Tanya going to do?* *Tanya will kick the ball.*
- Page 3: Point to the ball. **What is on the ball?** *Mud is on the ball. Who has the ball?* *Scott has the ball. What happens to Scott’s hands?* *Scott’s hands get dirty with mud.*

## Story 16 **The Class Trip** . . . . .

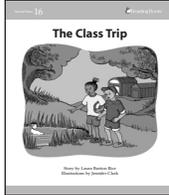
- Page 4: **Why does Scott put the ball in the pond?** *Scott puts the ball in the pond to wash it. Where does the ball go? It spins past the rock and goes into the pond. Make a Prediction: Will Scott be able to get the ball? How?* Have students support their predictions.
- Page 5: **Can Scott reach the ball? no What does Tanya get? a stick What can Scott do with the stick?** *He can use it to reach the ball. Let's reread part of that page. It says, "Tanya 'spots' a stick." If you spot something, that means you see it. Does Tanya "see" a stick? yes That's right. We can also say that Tanya spots a stick.*
- Page 6: **What happens to Scott?** *He slips in the mud.*
- Page 7: **Does Tanya get the ball? yes What happens to Scott?** *Scott is stuck.*
- Page 8: **Do the kids get the ball? yes What does Miss Stanton say?** *"Ick! Mud! Get a rag!"*

### Discussion Questions

- 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. **Where do the children go in this story?** *They go on a field trip to the country.*
  2. **How does the ball end up in the pond?** *The ball lands in the mud and Scott tries to rinse it off.*
  3. **What happens when they try to get the ball back?** *Scott tries to use a stick to get the ball, but he gets stuck in the mud. Tanya gets the ball and helps Scott get up.*
- 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.

Think-Pair-Share

## Partner Practice



### You will need:

- Shared Story 16: *The Class 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:  
Monitoring for Meaning

- Remind students that the reading strategy they will use with this story is **Monitoring for Meaning**.
- Remind students to use the Monitoring for Meaning strategy when reading the book to help them understand the story while reading.
- Ask students to coach their partners to use the strategy when reading.

## Story 16 **The Class Trip** . . . . .

Focus on Fluency:  
Smoothness



### Partner Reading

- **Show video: Fluency: Smoothness—Today we are going to practice reading smoothly. Let’s see how Alphie practices reading smoothly, without a lot of stops and starts, 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 use the Reading Strategy Cue Card for 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 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 ball stick in the mud?**
  2. **Did Scott put the ball in the pond?**
  3. **Did Tanya tap the ball with a stick?**
  4. **Did Tanya help Scott get out of the mud?**
- Circulate to monitor partner work.

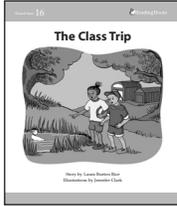
Monitor



### 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. Let’s read in a nice, clear voice that sounds as though we’re speaking naturally and 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 16: *The Class 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 Class Trip*, is 25 words correct per minute.**

**Partner Word and Sentence Goal:**  
100% accuracy

**Shared Story 16 Goal:**  
25 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 16 **The Class Trip** . . . . .



**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 25 words correctly in one minute.

### **Fluency Practice with the Story**

- 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 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 25 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**

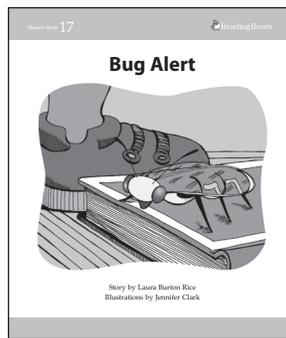
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



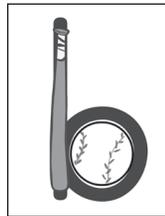
## Bug Alert

Laura Burton Rice

### At a Glance



#### Review Sounds:



/b/

#### Strategies/Skills:

Previewing

Predicting

Understanding the prefix “un-.”  
(See Word Presentation.)

## Introduction

### You will need:

- Shared Story 17: *Bug Alert*
- Key card for “b”
- 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 *Bug Alert*. I see someone’s foot (point), a book (point), and a bug (point). What kind of bug do you think this is? I wonder what the bug will do 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 17 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

**Vocabulary Words:**  
backpack, bug,  
bus, hand, stick



- **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 17, or display the key card for “b.” Have students review the alliterative phrase and practice the sound.

## Word Presentation



- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 17.

**Green Words:**

bad, bit, bag, big,  
bug, bus, see,  
snug, gasps,  
cannot, smacks,  
sobbing, unsnap,  
backpack



- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- Write the word “snap” on the board, and pantomime the action with students. Write the prefix “un-” in front of the word, and explain that adding “un-” gives the word the opposite meaning. Pantomime the action of unsnapping something with students. Pantomime “snap” and “unsnap” two or three more times as you say the words. Have students join you.
- **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.

**Red Words:**

my, O.K., Mr., was

**Readles:**

book, books

- 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

- Introduce the reading strategy students will use while reading the Shared Story: **Finger Detective: Word Parts—Beginnings (*un-*)**.
- 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 beginning *un-*.
- Select one of the Green Words with the beginning *un-* and model the Finger Detective strategy.
  - Cover the end of the word with a finger and sound out the beginning *un-*.
  - Uncover the letters in the last part of the word and then say the word. Add the beginning *un-* to the second 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 *un-* added to the beginning.
- Let students know that they will practice the Finger Detective strategy as they read the rest of the story.

**Metacognitive Strategy:**  
**Finger Detective: Word Parts—Beginnings (*un-*)**

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 beginnings.



## Guided Practice



### You will need:

- Shared Story 17: *Bug Alert*
- 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—Beginnings**  
**(un-)**

- Remind students that the reading strategy they will use with this story is **Finger Detective: Word Parts—Beginnings (un-)**.
- Review the Finger Detective strategy and remind students that they should use this strategy when they come to a word with a beginning that they do not know.
- Model the strategy if necessary.

# Story 17 **Bug Alert** . . . . .

## 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

- **Now we’re ready to read the story with our partners. We’ll find out what a bug alert is. What do you think the phrase “bug alert” might mean?**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- 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.
- 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 who begins first. 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 happens to Tanya’s backpack?** *It unsnaps. Yes, it unsnaps.* Demonstrate “unsnaps.” **What falls out of Tanya’s backpack?** *Books, a ball, and a big, big bug fall out.*
- Page 2: **Paco “gasps” when he sees the bug. When you “gasp,” you do this.** Demonstrate “gasp.” **Do you think Paco is happy to see the bug?** *no Why? He is afraid. He thinks it is a big bad bug.*
- Page 3: **Does Mr. Cob stop the bus?** *yes* **What does Mr. Cob tell the kids to do?** *Stop and sit.* **Tanya sobs.** Demonstrate “sobs.” **Why does Tanya sob?** *She can’t see her bug.*
- Page 4: **Who picks up Tanya’s backpack?** *Paco* **What does Paco do after that?** *He pats Tanya on the back.* **Is Tanya sad?** *yes* **Make a Prediction: Where is the bug? Will someone catch it?** Have students support their predictions.

## Story 17 **Bug Alert** . . . . .

- Page 5: **What is Scott’s idea?** *He will get the bug with the stick. Is that a good idea? Why?* *Yes. The bug will run from the stick.*
- Page 6: **Derrick “spots” the big bug. Does that mean Derrick “sees” the big bug?** *yes* **Where is the bug?** *snug in his book bag* **Derrick “sticks” his hand in the bag. That means he “puts” his hand in the bag. What happens when he sticks his hand in the bag?** *He says, “It bit me.”*
- Page 7: **Does Tanya stop crying?** *yes* **Where is the big bug now?** *The bug is in her backpack. Why is Tanya happy now?* *She can take her bug to science class.*

### Discussion Questions

- 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 happens when Tanya gets on the bus?** *Her backpack unsnaps. Books, a ball, and a big, big bug fall out.*
  2. **Why does Mr. Cob stop the bus?** *Mr. Cob stops the bus because the children are not sitting.*
  3. **Where is the bug? Who finds it?** *The bug is in Derrick’s book bag. Derrick finds it.*
- 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.

Think-Pair-Share

## Partner Practice



### You will need:

- Shared Story 17: *Bug Alert*
- 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—Beginnings  
(*un-*)

- Remind students that the reading strategy they will use with this story is **Finger Detective: Word Parts—Beginnings (*un-*)**.
- Remind students to use the Finger Detective strategy when they come to a word with a beginning that they don't know.
- Ask students to coach their partners to use the strategy when reading.

## Partner Reading



Focus on Fluency:  
Smoothness

- **Show video: Partner Reading II—We’re getting better at Partner Reading every day! Let’s watch Alphie and his partner help each other and retell what they read.**
- **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 use the Reading Strategy Cue Card for 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 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 the bug big?**
2. **Did Paco like the bug?**
3. **Did Derrick step on the bug?**
4. **Was the bug in a book bag?**

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 read in a nice, clear voice that sounds as though we're speaking naturally and 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 17: *Bug Alert*
- 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, *Bug Alert*, is 25 words correct per minute.**

**Partner Word and Sentence Goal:**  
100% accuracy

**Shared Story 17 Goal:**  
25 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  
3 and 4. The goal is to  
read 25 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 3 and 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 25 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.



## Fang

Laura Burton Rice

### At a Glance

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#### Review Sounds:



/f/

#### Strategies/Skills:

Previewing

Predicting

Identifying and describing  
new story characters

## Introduction

### You will need:

- Shared Story 18: *Fang*
- Key card for “f”
- 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 *Fang*. I see a girl, Lana (point), on the cover of the book. I also see a dog (point). I think Fang must be the name of the dog. I know that fangs are long teeth that animals have. I can see two fangs on the dog (point).**
- 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 18 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 18, or display the key card for “f.” Have students review the alliterative phrase and practice the sound.



**Vocabulary Words:**  
fangs, dog, hero, leaves,  
mud, recess, bushes

# Story 18 **Fang** . . . . .

## Word Presentation



- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 18.
- **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.

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

### Green Words:

fun, fangs, sniffs, fast, bumps, will, off, stack, fat, ruff, gasp, fit

### Red Words:

go, rolls, say

### Readles:

leaves, jungle gym

## 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



## Guided Practice



### You will need:

.....

- Shared Story 18: *Fang*
- 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:**  
**Monitoring for Meaning,**  
**Finger Detective, and**  
**Sound It Out**

- Remind students that the reading strategies they will use with this story are **Monitoring for Meaning, 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 (Monitoring for Meaning) 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

- **Now we’re ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- 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.
- 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 who begins first. 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 does Tanya do?** *She kicks the ball and runs.* **What will Lana do?** *Lana will chase the ball.*
- Page 2: **What do the kids see?** *The kids see a big, fat dog.* **What does the dog do?** *It bumps into Tanya.* **What happens to Tanya?** *She falls in the mud.*
- Page 3: **Does Tanya like sitting in the mud?** *no* **What does the dog do?** *The dog sits and pants.* **In this sentence, “pants” means to breathe heavily, like this.** Demonstrate “pants.”
- Page 4: **What does Paco see that scares him?** *the dog’s fangs* **Why do the kids climb up the jungle gym?** *They are scared when the big dog barks.* **Make a Prediction: What will the dog do? Will the children be all right?** Have students support their predictions.
- Page 5: **Is Fang a bad dog?** *no* **Is Lana scared of Fang?** *no* **Why not?** *Lana is not scared because Fang is her dog.*



## Story 18 **Fang** . . . . .

- Page 6: **Does Fang like kids?** *yes* **What does Lana say about Fang?** *Fang is a fun dog.* **What do the kids do?** *They get off the jungle gym.*
- Page 7: **What does Derrick want Fang to do?** *Derrick wants Fang to get the ball.* **What is Fang going to do?** *Fang will get the ball.*
- Page 8: **Does Fang run to find the ball?** *yes* **What does he do first?** *sniffs*  
Demonstrate “sniffs.” **Where does he dig?** *in the stack of leaves* **Does Fang find the ball?** *yes*

### Discussion Questions

- 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 Tanya fall in the mud?** *Tanya falls in the mud because Fang bumps into her.*
  2. **Why is Paco scared?** *Paco is scared because the dog has fangs.*
  3. **What did Fang do to help the children?** *Fang found the ball in a stack of leaves.*
- 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.

Think-Pair-Share

## Partner Practice



### You will need:

.....

- Shared Story 18: *Fang*
- 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:**  
Monitoring for Meaning,  
Finger Detective, Sound  
It Out

- Remind students that the reading strategies they will use with this story are **Monitoring for Meaning, Finger Detective, and Sound It Out.**
- Remind students to use strategies to help them understand the story better when reading (Monitoring for Meaning) and when they come 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 strategies when reading.

## Story 18 **Fang** . . . . .

### Partner Reading

Focus on Fluency:  
Smoothness

- **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 use the Reading Strategy Cue Card for 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 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 dog have fangs?**
  2. **Was the dog big and fat?**
  3. **Did the kids like Fang?**
  4. **Did Fang like the kids?**

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 read in a nice, clear voice that sounds as though we're speaking naturally and 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 18: *Fang*
- 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, *Fang*, is 25 words correct per minute.**

**Partner Word and Sentence Goal:**

100% accuracy

**Shared Story 18 Goal:**

25 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 2. The goal is to  
read 25 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 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 25 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

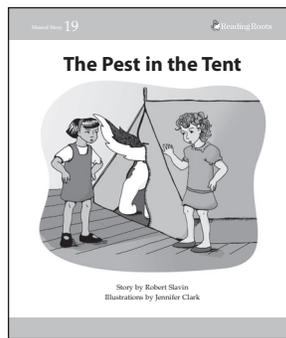
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



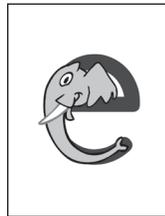
## The Pest in the Tent

Robert Slavin

### At a Glance



#### Review Sounds:



/e/

#### Strategies/Skills:

Previewing

Predicting

Understanding the past tense  
“ed” ending

## Introduction

### You will need:

- Shared Story 19: *The Pest in the Tent*
- Key card for “e”
- 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 Pest in the Tent*. I see Lana (point) and her friend Megan (point). They have a tent (point). I can see Fang’s tail poking out of the tent. Fang must be the pest in the tent. Lana and Megan look angry. A pest must be someone or something that makes you angry. I don’t think they want Fang in their tent. Would you want a big dog in your tent? (WGR)**



Whole Group Response



- 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 19 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

Vocabulary Words:  
camp out, pest,  
deck, tent



- **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 19, or display the key card for “e.” Have students review the alliterative phrase and practice the sound.

## Story 19 **The Pest in the Tent** . . . . .

### Word Presentation



**Green Words:**

beds, dark, messed, tent, deck, bent, out, pest, had, egg, best, stepped, pal, sent, tugged, begged

- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 19.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- **Today you are going to see some long words in the story. You will find that it is easy to read these words if you read one part at a time. One thing we can do when we see a long word is to use the Finger Detective. Let me show you how I use the Finger Detective to help me read a word.**



- Write the word “stepped” on the board. **I want to read this word, so I’m going to use my Finger Detective to cover up the last part and read just the first part for now.** Cover the “\_ed” ending with your hand as you sound out the first part of the word. /s...t...e...p/, /s..t..e..p/, /s.t.e.p/. **Step.** Explain the meaning of the word, and use it in a sentence. (Example: **This is what a step looks like. Demonstrate the action. I can step onto this rug.**) **Now that I know the first part of the word, I’ll add the “\_ed” ending. The “\_ed” ending says /d/. Now I’ll put them together: /step...ed/, /step..ed/, /step.ed/. Stepped.** Explain that the “\_ed” ending makes the word an action that happened in the past. Use the word in a sentence to clarify. (Example: **Did you see what I did just a moment ago? I stepped onto the rug.**)
- Use the Finger Detective, and discuss the present- and past-tense meanings, as you did with “stepped,” to stretch and read the words “tugged,” “begged,” and “messed.” Remind students that the double letter makes only one sound.
- **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.

**Red Words:**

said, have, dear

**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:**

letter, heard

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

## Story 19 **The Pest in the Tent** . . . . .

### 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 Introduction

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

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.



- Introduce the reading strategy students will use while reading the Shared Story: **Finger Detective: Word Parts—Endings (-ed)**.
- 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 ending *-ed*.
- Select one of the Green Words with the *-ed* ending and model the Finger Detective strategy.
  - Cover the word ending *-ed* with a finger. Sound out the letters in the first part of the word and then say the word.
  - Uncover the ending *-ed* 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 *-ed*.
- 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 19: *The Pest in the Tent*
- 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 (-ed)**

- Remind students that the reading strategy they will use with this story is **Finger Detective: Word Parts – Endings (-ed)**.
- Review the Finger Detective strategy and remind students that they should use this strategy when they come to a word with an ending that they do not know.
- Model the strategy as needed.

## Story 19 **The Pest in the Tent** . . . . .

### 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

- **Now we’re ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- 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.
- 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 who begins first. 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: **Who is Bess?** *Bess is Lana’s pen pal.* **What is a pen pal?** *A pen pal is someone to whom you write letters.*
- Page 2: **What did Lana write to Bess about?** *Lana wrote about camping on the deck.* **What did Megan and Lana set up on the deck?** *They set up a tent.* **What did they put in the tent?** *They put beds in the tent.*
- Page 3: **Lana and Megan heard two things. What did they hear?** *steps and sniffs* **Who was it?** *It was Fang.* **What did he do?** *Fang got in the tent.*
- Page 4: **What happened when Fang sat on Lana’s bed?** *He bent it.* Demonstrate the word “bent” with a pipe cleaner or some other bendable object. **What happened when Fang stepped on Megan’s bed?** *He messed it up.* **What did Lana tell him?** *“Get out, Fang!”*
- Page 5: **Why was Fang a pest?** *Fang would not get out of the tent.* **What did Lana and Megan do?** *They begged and tugged at his neck.* **Did Fang get out? no** **Make a Prediction: Will Fang get out of the tent? How can the girls make him go?** Have students support their predictions.



## Story 19 **The Pest in the Tent** . . . . .

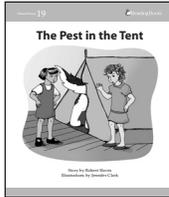
- Page 6: **What did Lana get from the kitchen? an egg Why did Fang get out of the tent? He wanted to get the egg. What did the girls do then? They got back in the tent.**
- Page 7: **How did Lana solve her problem with Fang? She called her mom. What did her mom do? She sent Fang to bed.**
- Page 8: **What does Lana say about Fang? He is the best dog, but he can be a pest. What question does she ask her pen pal? Do you have a pet?**

### Discussion Questions

- 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. **Lana wrote a letter. To whom did she write? She wrote to her pen pal Bess.**
  2. **Why didn't Lana and Megan want Fang in the tent? Fang was a pest. He messed up Megan's bed and bent Lana's bed.**
  3. **How did Lana get Fang out of the tent? Lana got an egg. Fang saw the egg and left the tent.**
- 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.

Think-Pair-Share

## Partner Practice



### You will need:

- Shared Story 19: *The The Pest in the Tent*
- 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 (-ed)

- Remind students that the reading strategy they will use with this story is **Finger Detective: Word Parts—Endings (-ed)**.
- Remind students to use the Finger Detective strategy when they come to a word with an ending that they don't know.
- Ask students to coach their partners to use the strategy when reading.

### Partner Reading



Focus on Fluency:  
Smoothness

- **Show video: Reading Strategies—"begged". Let's see how Bett uses the Reading Strategy Cue Card to figure out how to read a hard word. Which strategy do you think will help Bett read this word?**
- **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)!**

## Story 19 **The Pest in the Tent** . . . . .

- 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 use the Reading Strategy Cue Card for 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 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 Fang mess up the tent?**
  2. **Did Fang bend the bed?**
  3. **Was Fang a pest?**
  4. **Did Fang like eggs?**

Monitor

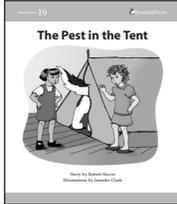
Circulate to monitor partner work.



### **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 read in a nice, clear voice that sounds as though we're speaking naturally and 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 19: *The Pest in the Tent*
- 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 Pest in the Tent*, is 30 words correct per minute.**

**Partner Word and Sentence Goal:**  
100% accuracy

**Shared Story 19 Goal:**  
30 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 19 **The Pest in the Tent** . . . . .



### Fluency Practice with the Story

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

Start Reading Olympics  
Fluency Practice on pages  
4 and 5. The goal is to  
read 30 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 4 and 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 30 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.



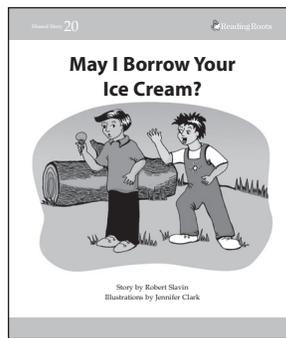


## May I Borrow Your Ice Cream?

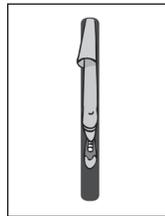
Robert Slavin

### At a Glance

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#### Review Sounds:



/I/

#### Strategies/Skills:

Previewing

Predicting

Introducing the contraction  
“I”

## Introduction

### You will need:

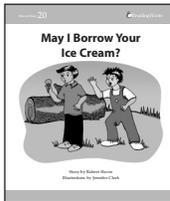
- Shared Story 20: *May I Borrow Your Ice Cream?*
- Key card for “I”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



### 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 *May I Borrow Your Ice Cream?***
- **I see Paco (point) and Bob (point). Paco has an ice cream cone (point), and Bob looks very interested in it! The title says, “May I Borrow Your Ice Cream?” I think that means that Bob wants Paco to share the ice cream.**
- 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 20 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 20, or display the key card for “I.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:  
lap, ice cream cone,  
pants, log

## Story 20 **May I Borrow Your Ice Cream?** . . . . .

### Word Presentation



- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 20.
- **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:

us, landed, until, bike, spilled, spent, lent, melted, gave, luck, licked, them, cones, last, lend, upset

#### Red Words:

your, full, so, I’ll

**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:

dollar, house

- 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



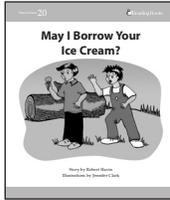
### Partner Practice Celebration

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 20: *May I Borrow Your Ice Cream?*
- 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:**  
Monitoring for Meaning,  
Finger Detective, and  
Sound It Out

- Remind students that the reading strategies they will use with this story are **Monitoring for Meaning, 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 (Monitoring for Meaning) and when they get to a word they do not know (Finger Detective and Sound It Out).
- Model the strategies as needed.

## Story 20 **May I Borrow Your Ice Cream?** . . . . .

### 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

- **Now we’re ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- 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.
- 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 who begins first. 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 did Paco do with his dollar bill?** *He spent it on an ice cream cone. Where did he eat his ice cream cone?* *on a log*

Total Physical Response

– Page 2: **What did Bob ask?** *“Will you let me lick your ice cream?”* (TPR) **Show me “lick.” What will Bob do for the ice cream?** *He will lend Paco his fast bike. What does “lend” mean?* *Bob will let Paco use it, and Paco will give it back.*

– Page 3: **What did Paco do with his ice cream cone?** *He lent it to Bob. How much ice cream did Bob lick?* *He licked a lot.*

– Page 4: **How did Paco feel?** *He was upset. What did he say to Bob?* *“Stop! Do not lick it so long! Let me get it back!” Why did he put his hand on the ice cream?* *He wanted to take his ice cream back.*

– Page 5: **How do you think Paco felt when the ice cream landed in his lap?** *Sad or upset. Make a Prediction: What will Paco do? How can Bob fix the mess he has caused?* Have students support their predictions.

## Story 20 **May I Borrow Your Ice Cream?** . . . . .

Whole Group Response  
Total Physical Response

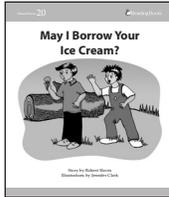
- Page 6: **Was Paco happy?** (WGR) *no* **Was Paco angry?** (WGR) *yes* **Show me “angry.”** (TPR) **Why was he angry?** *His ice cream fell and could not buy more.*
- Page 7: **Where did Paco and Bob go?** *to Bob’s house* **Why did they go there?** *to get ice cream*
- Page 8: **What did Bob’s mom do?** *She made ice cream cones.* **Why do you think Bob asked Paco for another lick when he had his own ice cream cone?** *He was making a joke.*

### 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. **Bob and Paco made a trade. What did they trade?** *Bob lent Paco his bike. Bob got to lick Paco’s ice cream cone.*
  2. **Why was Paco mad?** *Bob ate most of the ice cream.*
  3. **What did Bob do to make Paco happy again?** *Bob took Paco to his house. Bob’s mom gave them ice cream cones.*
- 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 20: *May I Borrow Your Ice Cream?*
- 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:**  
Monitoring for Meaning,  
Finger Detective, Sound  
It Out

- Remind students that the reading strategies they will use with this story are **Monitoring for Meaning, Finger Detective, and Sound It Out.**
- Remind students to use strategies to help them understand the story better when reading (Monitoring for Meaning) 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 strategies when reading.

## Partner Reading

**Focus on Fluency:**  
Smoothness

- **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.

## Story 20 **May I Borrow Your Ice Cream?** . . . . .

Monitor

- 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 use the Reading Strategy Cue Card for 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.



### 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 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 Bob like ice cream?**
  2. **Did Bob lend his ice cream to Paco?**
  3. **Did Bob lick the ice cream?**
  4. **Did Paco go to Bob's house?**

Monitor

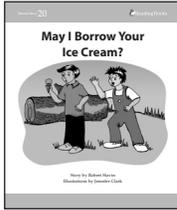
Circulate to monitor partner work.



### 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 read in a nice, clear voice that sounds as though we're speaking naturally and 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 20: *May I Borrow Your Ice Cream?*
- 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, *May I Borrow Your Ice Cream?*, is 30 words correct per minute.**

**Partner Word and Sentence Goal:**  
100% accuracy

**Shared Story 20 Goal:**  
30 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 4 and 5. The goal is to read 30 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 4 and 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 30 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.

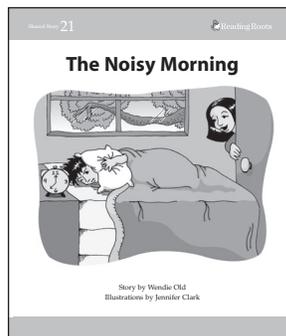


## The Noisy Morning

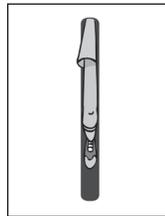
Wendie Old

### At a Glance

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#### Review Sounds:



/l/ and l-consonant blends

#### Strategies/Skills:

Previewing

Predicting

Recognizing “\_ed” and “\_ing” endings on verbs

## Introduction

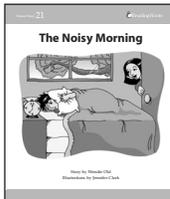
### You will need:

- Shared Story 21: *The Noisy Morning*
- Key card for “l”
- 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 Noisy Morning*. I see two characters on the front cover of the book: Bob (point) and Bob’s mother (point). Bob is in bed. It looks like he doesn’t want to get up. Why do you think the title of the story might be *The Noisy Morning*?** (T-P-S)
- 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 21 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 21, or display the key card for “l.” Have students review the alliterative phrase and practice the sound. **We’re going to see this letter blended with other letters we know.**



**Vocabulary Words:**  
clock, flock of birds, pillow,  
window

# Story 21 The Noisy Morning . . . . .

## Word Presentation



### Green Words:

black, bumped, clapping, clock, flat, glad, plopped, slipped, sang, flock, splat, stopped, tapping, ticked, time, flopped

- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 21.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- Review the following words with “\_ed” and “\_ing” endings. Write the words on the board. Read each word by covering the ending with your hand and sounding out the root word. Then remove your hand, and sound out the entire word. Use each word in a sentence to clarify its meaning.

<b>tapped</b>	<b>clapped</b>	<b>flapped</b>
<b>tapping</b>	<b>clapping</b>	<b>flapping</b>

### Red Words:

said, saying, says

- **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:

birds, floor

- 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



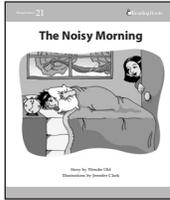
## Partner Practice Celebration

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 21: *The Noisy Morning*
- 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:**  
**Monitoring for Meaning,**  
**Finger Detective, Sound**  
**It Out**

- Remind students that the reading strategies they will use with this story are **Monitoring for Meaning, 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 (Monitoring for Meaning) and when they get to a word they do not know (Finger Detective and Sound It Out).
- Model the strategies as needed.

## Story 21 **The Noisy Morning** . . . . .

### 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

- **Now we are ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- 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.
- 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 who begins first. 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:

Whole Group Response

– Page 1: **What sound did the alarm clock make?** *tick-tock* **Did Bob want to get up?** (WGR) *no* **How do you know?** *He said, “Stop, clock.”*

Think-Pair-Share

– Page 2: **Did his mom want him to get up?** *yes* **How do you know?** *Mom said, “Get up, Bob.”*

– Page 3: **What did Mom do to wake up Bob?** *She clapped.* **What did the clock say?** *tick-tock* **Did Bob want to get up?** *no* **How do you know?** *He said, “Stop, Mom. Stop, clock.”*

– Page 4: **What did Derrick do to wake up Bob?** *He tapped.* **What did Mom and the clock do?** *Mom clapped, and the clock said “tick-tock.”*

– Page 5: **What did the birds do?** *They sang.* **What else happened?** *Derrick tapped, Mom clapped, and the clock ticked.* **Make a Prediction: What will make Bob get up?** Have students support their predictions.

– Page 6: **What happened to Fang?** *He slipped on the floor.* **Fang bumped into Bob’s bed.** Demonstrate “bumped.” **Then, he plopped on the bed. “Plopped” means that Fang fell down on the bed quickly.**

## Story 21 **The Noisy Morning** . . . . .



– Page 7: **What happened to the bed when Fang jumped on it?** *It flopped flat.*  
**“Flopped” means the bed fell on the floor. If the bed “flopped flat,” it fell like this.** Pantomime “flopped flat” by smacking your palms together, one on top of the other.

Whole Group Response

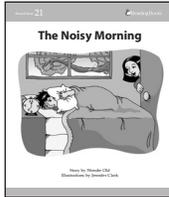
– Page 8: **Did Bob get up?** (WGR) *yes* **Do you think Bob is really glad to get up?**

### 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 did Mom clap?** *Mom wanted Bob to wake up.*
  2. **What happened when Fang walked in?** *Fang slipped on the floor. He plopped on the bed.*
  3. **Why do you think Bob got up at the end of the story?** *He wanted all the noise to stop.*
- 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 21: *The Noisy Morning*
- 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:**  
Monitoring for Meaning,  
Finger Detective, Sound  
It Out

- Remind students that the reading strategies they will use with this story are **Monitoring for Meaning, Finger Detective, and Sound It Out.**
- Remind students to use strategies to help them understand the story better when reading (Monitoring for Meaning) 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 strategies when reading.

## Partner Reading

**Focus on Fluency:**  
Smoothness

- **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.

## Story 21 **The Noisy Morning** . . . . .

Monitor

- 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 use the Reading Strategy Cue Card for 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.



### 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 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 clock tick or sing?**
  2. **Did Derrick or Mom clap?**
  3. **Was Fang a pest?**
  4. **Did Bob get up?**

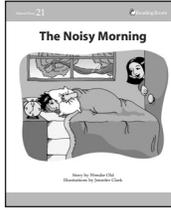
Monitor

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 read in a nice, clear voice that sounds as though we're speaking naturally and 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 21: *The Noisy Morning*
- 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 Noisy Morning*, is 30 words correct per minute.**

**Partner Word and Sentence Goal:**

100% accuracy

**Shared Story 21 Goal:**

30 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 21 **The Noisy Morning** . . . . .



### Fluency Practice with the Story

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

Start Reading Olympics  
Fluency Practice on pages  
3 and 4. The goal is to  
read 30 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 3 and 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 30 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

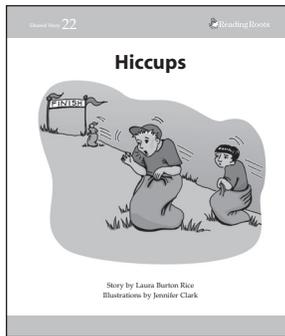
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



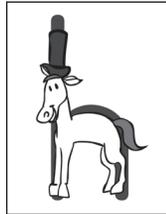
## Hiccups

Laura Burton Rice

### At a Glance



#### Review Sounds:



/h/

#### Strategies/Skills:

Previewing

Predicting

Understanding the use of parentheses

## Introduction

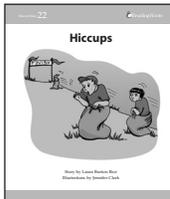
### You will need:

- Shared Story 22: *Hiccups*
- Key card for “h”
- 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 *Hiccups*. I can see two people on the cover of the book, Lana (point) and Scott (point). Scott looks like he has the hiccups! These are hiccups. Pantomime hiccups. Show me what it looks like when you have hiccups.**
- 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 22 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 22, or display the key card for “h.” Have students review the alliterative phrase and practice the sound.



**Vocabulary Words:**  
principal, glass, hill,  
potato sack



## Story 22 Hiccups . . . . .

### Word Presentation



#### Green Words:

three, for, still, sipped, race, patted, ouch, hummed, hopped, hitting, hum, helped, glass, hill, plan, hiccups

#### Red Words:

were, one, began

- **Show video: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 22.
- **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:

water

- 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.



### Strategy Introduction

#### Metacognitive Strategy: Read Again and Think

This strategy will provide students with a specific approach to take if they do not understand what they read.

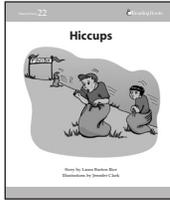
- Introduce the reading strategy students will use while reading the Shared Story: **Read Again and Think.**
- Explain the Read Again and Think strategy to students. **Sometimes when you are reading, things don’t seem to make sense. When this happens, you can reread the sentence or page to make sure you understand what you are reading.**

## Story 22 Hiccups . . . . .

Think Aloud

- Model the strategy. Read the following sentences aloud and pronounce “find” with the short /i/ sound: **Peter went to the library. He needed to find books about snakes for his research project.**
- Use a Think Aloud to model the Read Again and Think strategy. **That doesn’t make sense, so let me read that again think about the part that doesn’t make sense.** Reread the sentences stopping on the word find. ***Find*** (pronounce with the short /i/ sound) **is not a word I know, so let me try the long /i/ sound: *find*. Yes, that makes sense. He had to find a book.** Reread both sentences correctly. Tell students when something doesn’t make sense as they are reading, it’s important to read it again and think about what makes sense so they understand what they are reading.
- Guide practice by reading the first two sentences on page 1 of the Shared Story while making intentional errors, such as mispronouncing words, skipping words or reading without punctuation so that it does not make sense.
  - Ask students if they understood what you read (they should say no).
  - Ask students to discuss with their partners what you should do to have it make sense.
  - Reread the sentences with their suggestions and highlight or emphasize them as you read. Ask students if the sentences make sense now.
- Let students know that they will practice the Read Again and Think strategy as they read the rest of the story.

## Guided Practice



### You will need:

- Shared Story 22: *Hiccups*
- 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:  
Read Again and Think

- Remind students that the reading strategy they will use with this story is **Read Again and Think**.
- Review the Read Again and Think strategy and remind students that this strategy will help them understand the story when they read and retell with their partner.
- Model the strategy if necessary.

## Story 22 Hiccups . . . . .

### 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

- **Now we’re ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- 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.
- 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 who begins first. 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: **Could Scott run? No Why not? He had the hiccups. How did the kids feel? The kids were sad.**
- Page 2: **What was Derrick’s idea? Derrick’s idea was to drink a glass of water. Did it help Scott? No**
- Page 3: **What was Megan’s idea? Megan’s idea was to hit Scott on the back. Who hit Scott on the back? Paco How did Scott feel? Why?**
- Page 4: **What did Paco do to make Scott feel better? He patted Scott’s back. Did hitting help? No**
- Page 5: **What was Lana’s idea? Lana’s idea was to hum a song. This is “humming.” Demonstrate “humming.” Did humming stop the hiccups? No Make a Prediction: Will Scott’s hiccups stop? Will he be in the race? Have students support their predictions.**
- Page 6: **What did the kids do? They hopped up the hill. Did Scott hiccup? Yes. Was Scott the first to hop? No, he was last.**
- Page 7: **How did the hiccups help Scott? They helped him hop fast!**
- Page 8: **How did Scott win the race? He hopped past the other kids.**

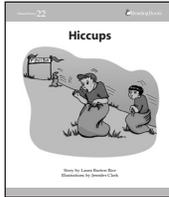
## Story 22 **Hiccups** . . . . .

### 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 didn't Scott think he could run in the potato sack race?** *Scott didn't think he could run in the race because he had the hiccups.*
  2. **What were some ways that Scott's friends tried to help him get rid of the hiccups?** *They gave him a glass of water. They hit him on the back.*
  3. **What happened when Scott raced?** *Scott won the race. He hopped fast. The hiccups helped him hop fast.*
- 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 22: *Hiccups*
- 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:  
Read Again and Think

- Remind students that the reading strategy they will use with this story is **Read Again and Think**.
- Remind students to use the Read Again and Think strategy when reading to help them understand the story while reading and retelling with their partner.
- Ask students to coach their partners to use the strategy when reading.

## Story 22 **Hiccups** . . . . .

Focus on Fluency:  
Smoothness

### 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 use the Reading Strategy Cue Card for 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 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 sipping water help Scott?**
  2. **Did Megan’s plan help?**
  3. **Did Scott hum a song?**
  4. **Did hopping stop the hiccups?**

Monitor

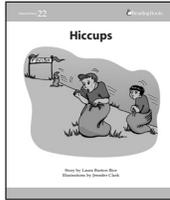
Circulate to monitor partner work.



### 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 speaking naturally and 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 22: *Hiccups*
- 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, *Hiccups*, is 35 words correct per minute.**

**Partner Word and Sentence Goal:**  
100% accuracy

**Shared Story 22 Goal:**  
35 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 22 **Hiccups** . . . . .

### Fluency Practice with the Story



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

Start Reading Olympics  
Fluency Practice on pages  
3 and 4. The goal is to  
read 35 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 3 and 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 35 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.



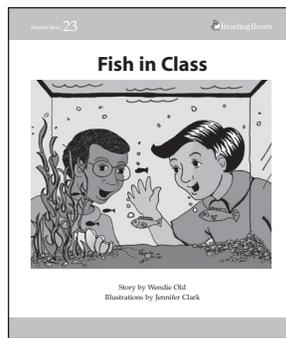


## Fish in Class

Wendie Old

### At a Glance

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#### Review Sounds:



/sh/

#### Strategies/Skills:

Previewing

Predicting

## Introduction

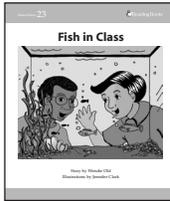
### You will need:

- Shared Story 23: *Fish in Class*
- Key card for “sh”
- 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 *Fish in Class*. I see Derrick (point) and Paco (point) looking in a fish tank. Since the title of the story is *Fish in Class*, this fish tank must be in their classroom.**
- 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 23 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 23, or display the key card for “sh.” Have students review the alliterative phrase and practice the sound.



**Vocabulary Words:**  
aquarium, decorations,  
fish, plants,  
shells, tank

## Word Presentation



### Green Words:

fish, tall, shack, ship, shells, tanks, plants, shop, small, handed, called, nipped, rushed, netted, splashed, bagged

### Red Words:

Mr., you, put, looked

- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 23.
- **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.

## 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.
- Note that the /\_all/ words are in a box. As you monitor students, prompt them to remember how the “a” makes a slightly different sound than /a/.
- 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



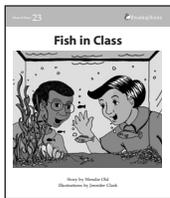
## Partner Practice Celebration

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 23: *Fish in Class*
- 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:**  
Read Again and Think,  
Finger Detective, Sound  
It Out

- Remind students that the reading strategies they will use with this story are **Read Again and Think, Finger Detective, and Sound It Out.**
- Review the strategies and remind students that they should use them to help understand the story better when reading (Read Again and Think) and when they get 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

- **Now we’re ready to read the story with our partners.**
- Make sure that each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- 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.
- 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 who begins first. 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 the fish tank. **Who set up the fish tank?** *Mr. Lash* Point to Mr. Lash. **How did the kids feel?** *They were glad.* **What did the kids ask?** *“Can we help?”*
- Page 2: **What things will the kids put in the tank?** *fish, shells, and plants*
- Page 3: **Who had a fish shop?** *Derrick’s dad had a fish shop.* **What things could Paco and Derrick get?** *fish, shells, and plants* **What did Miss Stanton say?** *Miss Stanton said, “O.K.”*
- Page 4: **Derrick and Paco “rushed” to the fish shop. Does “rush” mean that they were fast or slow?** *fast* **“Rush” means to go fast. Why do you think they rushed to the fish shop?** Point to the tank. **What did the fish do in the tank?** *The fish splashed in the tank.* Demonstrate “splash” with a glass of water.

## Story 23 Fish in Class . . . . .

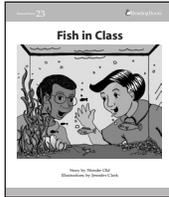
- Page 5: **What did Paco pick?** *Paco picked tall plants.* Point to the tall plants. **What did Derrick pick?** *small plants* **Where did Dad put the plants?** *in a bag* Point to the bag. **The book says Dad "slipped" the plants in a bag. In this sentence, "slipped" means Dad quickly put the plants in the bag. Make a Prediction: What will they choose next?** Have students support their predictions.
- Page 6: Point to the big fish. Point to the small fish. **What color is the small fish?** *pink* **What color is the big fish?** *black* **What did the big fish do?** *He nipped the fin of the small fish.* **"Nip" means to take a little bite.** Demonstrate "nip." **How do you think the small fish feels? Why?**
- Page 7: **What did Dad ask?** *Can you pick a fish?* **What did Derrick pick?** *He picked ten black fish.* **What did Dad do with the fish?** *Dad bagged the fish. If Dad bagged the fish, that means he put the fish in a bag.*
- Page 8: **What did Paco pick?** *Paco picked the small, pink fish.* **If you "net" something, you put it in a net.** Point to the net. **Did Dad net the small, pink fish?** *no.* **What did Dad net?** *the big, pink fish.* Point to the shell.
- Page 9: **What did Dad put in the tank?** *Dad put a small net in the tank.* **What is in the bag?** *The fish and the shell are in the bag.*
- Page 10: **What did Dad hand to Paco?** *Dad handed Paco a small ship.* **What else did Paco get?** *a shell* Point to the shell. Point to the ship. **What did Derrick get?** *fish and plants*

### Discussion Questions

- 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 did Miss Stanton get for the classroom?** *Miss Stanton got a fish tank for the classroom.*
  2. **What did Derrick and Paco do after school?** *They went to the fish shop.*
  3. **Name the things that Derrick and Paco got for the aquarium.** *They got fish, a ship, a shell, and plants.*
- 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.

Think-Pair-Share

## Partner Practice



### You will need:

- Shared Story 23: *Fish in Class*
- 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:**  
Read Again and Think,  
Finger Detective, Sound  
It Out.

- Remind students that the reading strategies they will use with this story are **Read Again and Think**, **Finger Detective**, and **Sound It Out**.
- Remind students to use the strategies to help them understand the story better when reading (Read Again and Think) 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 strategies when reading.

Focus on Fluency:  
Smoothness

## 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 use the Reading Strategy Cue Card for 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 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 fish shop have lots of fish?**
  2. **Did Derrick pick small plants or tall plants?**
  3. **Did Paco pick the pink fish or the black fish?**
  4. **Did the class like the fish tank?**

Monitor

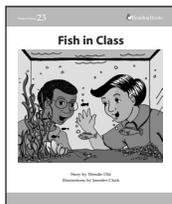
Circulate to monitor partner work.



## 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 speaking naturally and 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 23: *Fish in Class*
- 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, *Fish in Class*, is 35 words correct per minute.**

**Partner Word and Sentence Goal:**  
100% accuracy

**Shared Story 23 Goal:**  
35 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 5 and 6. The goal is to read 35 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 5 and 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 35 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

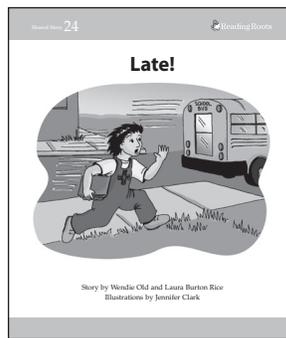
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



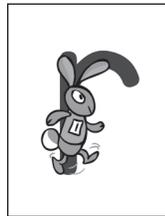
## Late!

Wendie Old

### At a Glance



#### Review Sounds:



/r/

#### Strategies/Skills:

Previewing

Predicting

## Introduction

**You will need:**

- Shared Story 24: *Late!*
- Key card for “r”
- 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 *Late!*. If you are late, you are not on time for something.** Display page 1. Point to the clock. **See the clock? The clock tells us that Bob should be awake. But look! He’s still sleeping!** Display the cover. **Now Bob is running to catch the bus. He has to run because he is late! He slept too long.**



- 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 24 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

**Vocabulary Words:**  
bus, cap, clock, rocks,  
lunch, sandwich



- **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 24, or display the key card for “r.” Have students review the alliterative phrase and practice the sound.

# Story 24 **Late!** . . . . .

## Word Presentation



### Green Words:

dumped, rang, grabbed, rapped, held, red, left, ripped, parts, rubbed, slept, split, yes, thanks, late, rushed

### Red Words:

come, Mrs., here, two

- **Show video: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 24.
- **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:

sandwich, eyes, door, cookies, house, book, books

- 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 24: *Late!*
- 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

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

**Metacognitive Strategy:**  
Read Again and Think,  
Finger Detective, and  
Sound It Out.

## 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

- **Now we're ready to read the story with our partners.**
- Make sure that each partnership has a Reading Strategy Cue Card to refer to while they are reading.

## Story 24 **Late!** . . . . .

- 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.
- 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 who begins first. 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 the clock. **What did the clock do?** *It rang.* **Did Bob wake up when the clock rang?** *no* **What did Mom do?** *She tapped Bob's hand.* **What did Mom say?** *"Get up, Bob!"*
- Page 2: Point to the bus. Point to Mom. **What did Mom say?** *The bus is here. Run!"* **Did Bob run to the bus?** *yes* **What did Bob do when he got to the bus?** *He rapped on the door.* **In this sentence, "rap" means to knock, like knocking on a door.** Demonstrate "rap." **Why did Bob rap on the door of the bus?**
- Page 3: **What did Bob say when he got to school?** *"I missed the class."* **Who rushed back in?** *Derrick* **What did Derrick tell Bob to do?** *"Run, Bob!"*
- Page 4: Point to Bob's bag. **What did he have in his bag?** *books, rocks, and a cap* **What did Bob say after he opened his bag?** *"My sandwich is not in my bag!"* **Make a Prediction: What will Bob eat for lunch?** Have students support their predictions.
- Page 5: Point to the sandwich. **What did Derrick do with his sandwich?** *He split it into two parts and handed one part to Bob.* **What did Bob say?** *"Thanks."*
- Page 6: **What did Mrs. Ross say?** *"Bob, come here."* **What did Bob ask Derrick?** *"Is she mad at me?"*
- Page 7: Point to the bag. **What do you think was in the bag?** *Bob's lunch was in the bag.* **How did Mrs. Ross get Bob's lunch?** *His mom rushed it to school.*
- Page 8: **What did Bob do with his sandwich?** *He split it.* **What else did Bob share with Derrick?** *his cookies*

## Story 24 **Late!** . . . . .

### 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 was Bob late for class?** *Bob was late for class because he slept too long.*
  2. **What did Bob forget to take to school?** *Bob forgot his lunch bag.*
  3. **What did Bob and Derrick have for lunch?** *Bob and Derrick shared a sandwich and cookies for lunch.*
- 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 24: *Late!*
- 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:**  
Read Again and Think,  
Finger Detective, Sound  
It Out

- Remind students that the reading strategies they will use with this story are **Read Again and Think**, **Finger Detective**, and **Sound It Out**.
- Remind students to use the strategies to help them understand the story better when reading (Read Again and Think) 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 strategies when reading.

## Story 24 **Late!** . . . . .

Focus on Fluency:  
Smoothness

### 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 use the Reading Strategy Cue Card for 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 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 Bob miss his class?**
  2. **Did Derrick help Bob?**
  3. **Was Bob's sandwich bag at his house?**
  4. **Was Bob glad at the end?**

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 read in a nice, clear voice that sounds as though we're speaking naturally and 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 24: *Late!*
- 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, *Late!*, is 35 words correct per minute.**

**Partner Word and Sentence Goal:**  
100% accuracy

**Shared Story 24 Goal:**  
35 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 35 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 35 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

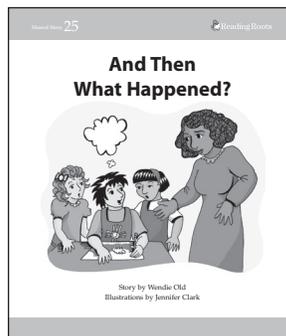
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



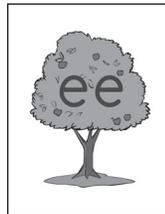
## And Then What Happened?

Wendie Old

### At a Glance



#### Review Sounds:



/ee/



/ea/

#### Strategies/Skills:

Previewing

Predicting

Introducing the tall tale genre

## Introduction

### You will need:

- Shared Story 25: *And Then What Happened?*
- Key cards for “ee” and “ea”
- 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 *And Then What Happened?*. I see Bob (point) on the cover. He looks like he’s telling a story. Megan (point), Lana (point), and Miss Stanton (point) are all listening. I think they are the ones asking, “And then what happened?” They want to learn more about Bob’s 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 25 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 letters we’ll see a lot of in today’s story.** Play the Animated Alphabet segments for Shared Story 25, or display the key cards for “ee” and “ea”. Have students review the alliterative phrases and practice the sounds.

#### Vocabulary Words:

bee, seeds, giant,  
sheep pen, leash,  
steep hill, stream,  
fisherman

## Story 25 **And Then What Happened?** . . . . .

### Word Presentation



- **Show video: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 25.
- **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:

barked, steep, farmer, leash, then, near, stung, sheep, street, reading, needed, stream, peeked, seemed, screamed, fisherman

#### Red Words:

his, giant, my

#### Readles:

good-bye

**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.

- 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



## Guided Practice



### You will need:

- Shared Story 25: *And Then What Happened?*
- 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:**  
Read Again and Think,  
Finger Detective, Sound  
It Out

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

## Story 25 **And Then What Happened?** . . . . .

### 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

- **Now we’re ready to read the story with our partners.**
- Make sure that each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- 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.
- 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 who begins first. 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: **Was Bob late for class?** *yes* **What were students doing?** *They were reading.* **What was Miss Stanton doing?** *She was reading.* **The book says Bob “slipped” into his seat. That means he tried to get to his seat quickly so Miss Stanton wouldn’t see him. Did Miss Stanton see Bob?** *yes*
- Page 2: Point to the dog. **What is the dog’s name?** *Fang* Point to the bee. **What did the bee do?** *The bee stung Fang.* Point to the picture to clarify the meaning of “stung.” **It hurts if you get stung by a bee.**
- Page 3: **What did Fang do?** *He ran and ran.* **Did Fang stop?** *yes* **Where did Fang stop?** *near a sheep pen* **A “pen” is a fence that you build to keep animals inside.** Point to the sheep. Point to the pen. **What did Fang do when he stopped at the sheep pen?** *He barked.*
- Page 4: **Where did the sheep run?** *The sheep ran up a steep hill.* Demonstrate “steep” by making your palm glide upwards on an incline. **Did Fang run up the hill?** *Yes, Fang ran up the hill.* **Did Bob run up the hill?** *Yes, Bob ran up the hill.*

## Story 25 **And Then What Happened?** . . . . .



- Page 5: Point to the farmer. **What did the farmer put in the ground?** *seeds* **Did Fang run on the seeds?** *yes* **How did the farmer feel?** *mad* **Did the sheep run?** *yes* **Who else ran?** *the farmer and Bob* **Make a Prediction: Will Bob catch Fang?** Have students support their predictions.
- Page 6: Point to the stream. A **“stream” is where you can find water.** **The sheep splashed in a stream.** **Who was standing in the stream?** *the fisherman* Point to the fisherman. **How did the fisherman feel?** *mad* **Who else ran?** *Fang, Bob, and the farmer*
- Page 7: Point to the giant. **What did the giant do?** *He screamed, “Stop!”* **Who stopped?** *the sheep, Fang, the fisherman, the farmer, and Bob* **What did Bob do after he stopped?** *He grabbed Fang.*
- Page 8: **What did Bob do?** *He put a leash on Fang.* A **“leash” is like a rope you use to hold an animal.** Point to the leash. **What did the giant do?** *He put his sheep in his pen.* Point to the pen. **What did the giant say?** *good-bye*
- Page 9: **Where did Bob take Fang?** *Bob took Fang back to his street.* **Was Fang glad to be home?** *yes* **What did Fang do to Bob?** *He licked his hand.*

### Discussion Questions

- 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 did Bob try to sneak into class?** *He didn’t want his teacher to know that he was late.*
  2. **Why didn’t Miss Stanton believe Bob’s story?** *Bob’s story was too silly to be real. Miss Stanton also knew that Bob liked to make up stories.*
  3. **Why was Lana worried?** *Lana was worried about her dog, Fang.*
  4. **In his story, what helped Bob catch Fang?** *A giant screamed, “Stop!” Everyone stopped, and Bob grabbed Fang.*
- 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.

Think-Pair-Share

## Partner Practice



### You will need:

- Shared Story 25: *And Then What Happened?*
- 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:**  
Read Again and Think,  
Finger Detective, and  
Sound It Out.

- Remind students that the reading strategies they will use with this story are **Read Again and Think**, **Finger Detective**, and **Sound It Out**.
- Remind students to use the strategies to help them understand the story better when reading (Read Again and Think) 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 strategies when reading.

## Story 25 **And Then What Happened?** . . . . .

### Partner Reading

Focus on Fluency:  
Smoothness

- **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 use the Reading Strategy Cue Card for 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 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 Fang run on the farmer's seeds?**
  2. **Did the sheep splash in the fisherman's stream?**
  3. **Did the giant like to see the sheep run?**
  4. **Did Bob lead Fang to his street?**
  5. **Did the class like Bob's tall tale?**

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 read in a nice, clear voice that sounds as though we're speaking naturally and 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 25: *And Then What Happened?*
- 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, *And Then What Happened?*, is 40 words correct per minute.**

**Partner Word and Sentence Goal:**  
100% accuracy

**Shared Story 25 Goal:**  
40 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 25 **And Then What Happened?** . . . . .



### Fluency Practice with the Story

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

Start Reading Olympics Fluency Practice on pages 5 and 6. The goal is to read 40 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 5 and 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 40 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>).

