



Shared Story

Teacher's Manual

Level 3

Reading Between the Lions: Reading Roots 5th Edition Shared Story Teacher's Manual Level 3

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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

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- 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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Celebration

Think-Pair-Share

Random Reporter

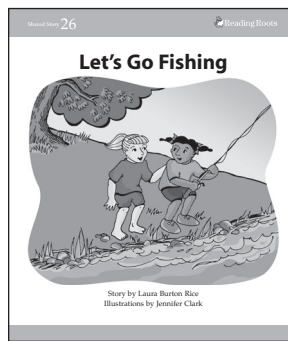
- **Let’s celebrate our new team and think about what we are most excited about.** Use **Think-Pair-Share** to have students talk with their partner about what they are looking forward to. Use **Random Reporter** to call on a partnership to respond.
- Award pride points to partners who can successfully 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.



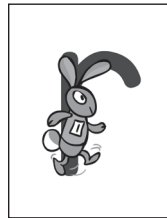
Let's Go Fishing

Laura Burton Rice

At a Glance



Review Sounds:



/r/ and r-consonant blends

Strategies/Skills:

Introducing contractions

Identifying and discussing story setting

Introducing question words "who," "where," and "what"

Introduction

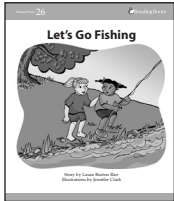
You will need:

- Shared Story 26: *Let's Go Fishing*
- 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 *Let's Go Fishing*. I can see Fran (point) and Deena (point). They must be going fishing. Maybe they'll catch a big fish!**
- 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 26 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 26, or display the key card for "r." 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:
fishing gear, reel, fishing,
pole, worms, creek,
crab, bait

Word Presentation



Green Words:

it's, happened, let's,
dropped, gear, trapped,
under, greeted, reeled,
creeping, across, dragged,
agreed, propped, tripped,
grinned

Red Words:

again, they, oh, onto,
how, why, what

Readles:

water, worms

Monitor

- **Show video: Finger Detective and Sound It Out—Now let's practice reading some words.** Show the video segments for Shared Story 26.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
- Discuss the sound “a” in “agreed” and “across.” Note that the sound for “a” in these words is slightly different from /a/ and sounds more like /u/. Highlight that these words are in a box on the Partner Word and Sentence Reading page to help students remember.

Teacher's Note: Use the following text when you present the word “it's.”

- Hold up the Green Word Card for “it's.” **Sometimes you see a word that has this mark in it.** Point to the apostrophe. **This is called an apostrophe. An apostrophe joins together two words so they become one word.** Write the words “it is” on the board, and have students say them. Explain that the two words can become one when we delete the “i” in “is” and join the words with an apostrophe. Demonstrate this by erasing the “i” and adding the apostrophe. Read the new word, and have the class repeat after you. Remind students that they still say every sound in the word.
- **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.

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.



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

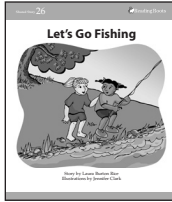
Metacognitive Strategy: Summarizing (Narrative Text)

This strategy will help students summarize or retell the most important events in a story.

- Introduce the reading strategy students will use while reading the Shared Story: **Summarizing (Narrative Text)**.
- Explain the Summarizing strategy to students. **Today we are going to learn a strategy called Summarizing which will help you identify the most important events in the story. A summary is a very short version of the story that uses only the story's most important information when retelling what happened.**
- Model the strategy. Read the following passage out loud: **Dee was very excited. She was almost sure that her brother was coming home the next day. When she woke up in the morning, she ran downstairs. She hoped to see her brother at the kitchen table. He wasn't there. He didn't come home for lunch. All day Dee was disappointed. She began to think her brother wasn't coming home. Dinner time came around. Dee heard the door open. She heard a voice call out, "Mom? Dad? I'm home!" Her brother was home!**
- Use a Think Aloud to model Summarizing. **What parts should I include in a retell using only two or three sentences, so my partner can understand the passage if they haven't read it?** Summarize what you read. **Dee's brother was coming home and she was excited to see him. He didn't come home for lunch, but he did show up by dinner time.** Point out to students that you did not reread the entire passage or tell all the information on the page when stating the most important information read.
- Guide practice by reading page 1 of the Shared Story to the group and asking students to summarize with their partners what you read. Have one or two students share their answers. Provide feedback on the strategy by prompting and reinforcing the accuracy of students' answers.
- Let students know that they will practice the Summarizing strategy as they read and retell the rest of the story.

Think Aloud

Guided Practice



You will need:

- Shared Story 26: *Let's Go Fishing*
- 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:
Summarizing
(Narrative Text)

- Remind students that the reading strategy they will use with this story is **Summarizing (Narrative Text)**.
- Review the Summarizing strategy and remind students that this strategy will help them understand what is most important in the story as they read it.
- Model the strategy if necessary.

Story 26 **Let's Go Fishing**

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **Where did Fran and her mom sit?** *Fran and her mom sat under a tree.* **What did Fran do?** *She splashed her feet in a creek, then grinned and hopped up.* **Fran “grinned” means that Fran smiled. Show me “grinned.”**
- Page 2: **Who is Fran’s pal?** *Fran’s pal is Deena.* **A “pal” is a friend. What is Deena’s idea?** *She wants to go fishing.* **What do they need to get?** *They need to get the fishing gear.*
- Page 3: **Where did the kids run?** *The kids ran to the shed.* **A “shed” is a small building.** **Point to the shed.** **What things did they get from the shed?** *They got a fishing pole and a fishing net.* **What did the kids do under the tree?** *They dug for worms.*

Story 26 **Let's Go Fishing**



- Page 4: **Why did the fishing pole snap back?** *A fish was on the end of it. Deena wanted to reel in the fish.* Demonstrate “reel in” by pulling an imaginary fishing pole and turning the wheel for the line. **Show me how you reel in a fish. Show me how you tug on a pole.**
- Page 5: **What did the fish do?** *It began to drag the pole into the water. Why was the pole slipping?* *The fish was pulling it.* **Make a Prediction: Will the girls catch the fish?** Have students support their predictions.
- Page 6: **Fran and Deena tried to tug the pole. What happened next?** *They tripped into the creek, and Deena dropped the pole. “Tripped” means they fell into the creek. Why does Deena say, “Oh no!” Her pole is lost.*
- Page 7: **What did Mom do?** *She helped Fran and Deena grab the pole. What does Fran ask?* *“Do we still have the fish?”*
- Page 8: **Why were Fran and Deena sad?** *They had lost their fish. What is Fran’s idea?* *Fran says that they can fish again.*
- Page 9: **How does Deena know a fish is tugging on the pole?** *She can see the pole bending. What is Deena going to do?* *She will grab the net.*
- Page 10: **What did they do with the net?** *They dipped it in the creek to get the fish.*
- Page 11: **Did they catch a fish?** *No, they did not catch a fish. What did they catch?* *They caught a big crab.*
- Page 12: **The crab was “creeping” from the net. That means he was slowly moving out of the net. Why did that scare Fran?** *She thought the crab would nip her feet. What did the crab do?* *He ran back to the creek and slipped in.*

Discussion Questions

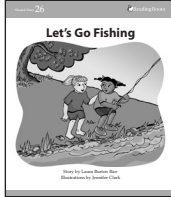
- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another’s responses. Call on different partnerships to share their answers with the class.
 1. **What did Fran and Deena decide to do?** *They decided to go fishing.*
 2. **Why didn’t Fran and Deena catch the fish?** *The fish dragged the pole into the water. Deena dropped the pole, and the fish got away.*
 3. **What will the girls tell Dad about their fishing adventure?** *They will tell him that they caught a crab instead of a fish. The crab got away.*

Think-Pair-Share

- **Who were the characters in the story? (T-P-S) Were there any characters in the story that we hadn’t seen before? Who? (WGR)**
- **Let’s think about the setting of the story. The setting is where the story takes place. Do you remember the setting? (WGR)**
- 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.

Whole Group Response

Partner Practice



You will need:

- Shared Story 26: *Let's Go Fishing*
- 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:
Summarizing
(Narrative Text)

- Remind students that the reading strategy they will use with this story is **Summarizing (Narrative Text)**.
- Remind students to use the Summarizing strategy after reading and to retell the most important parts of story.
- Ask students to coach their partners to use the strategy after reading.

Partner Reading



Focus on Fluency:
Expression

- **Show video: Fluency: Expression—Today we are going to practice Reading with Expression. Let's see how Alphonse practices reading with expression 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)!**

Story 26 **Let's Go Fishing**

Monitor

- 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.



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. **Why did Fran and Deena go fishing?**
 - a. **It was hot.**
 - b. **They needed to eat a fish.**
 2. **Why did the pole slip into the creek?**
 - a. **The kids did not like fishing with a pole.**
 - b. **The fish was big and strong.**
 3. **What happened to the crab?**
 - a. **It ran back to the creek.**
 - b. **It bit the big, strong fish.**
 4. **How did Fran and Deena feel at the end?**

Monitor

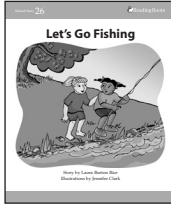
Circulate to monitor partner work.



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 26: *Let's Go Fishing*
- 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, *Let's Go Fishing*, is 40 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 26 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.





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 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 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 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

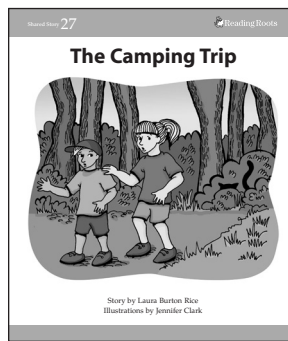
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



The Camping Trip

Laura Burton Rice

At a Glance



Review Sounds:

/_lp/

/_mp/

/_ft/

Strategies/Skills:

Previewing

Predicting

Practicing consonant blends

Introduction

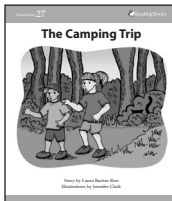
You will need:

- Shared Story 27: *The Camping Trip*
- Key card for “f”, “l”, “m”, “p”, and “t”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

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



Preview the Story



- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Camping Trip*. We’ve read stories about camping trips. We know that when you go camping, you usually sleep outside in a tent. Fran (point) and her little brother Steve (point) must be camping. They look a little scared to me. I wonder if this will be a scary camping 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 27 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Let’s practice some of the special letters we’ll see a lot of in today’s story.** Display the key cards for “f,” “l,” “m,” “p,” and “t.” Have students review the alliterative phrases and practice the sounds if needed. **We’re going to see these sounds blended together in our story.**

Vocabulary Words:
 camping gear, bear,
 campsite, mouse,
 path, pets,
 tree stump

Word Presentation



- **Show video: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 27.

Green Words:

backpack, tramped, that, sudden, panted, nodded, lifted, jumped, camping, bring, hear, unpacked, soft, after, agree, can’t

- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
 - Remind students to say every sound in the Green Words, especially in words with consonant blends. (Examples: “soft,” “after,” “camping”) Let students know they will see more consonant blends with “l” and “p” in their reading. Remind students about the special sound of “a” in “agree” if needed.

Red Words:

please, going, now, where, rolled, down

- **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:

bear, mouse, head

- 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



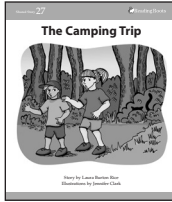
Partner Practice Celebration

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 27: *The Camping 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:
Read Again and Think
and Finger Detective

- Remind students that the reading strategies they will use with this story are **Read Again and Think** and **Finger Detective**
- Review the strategies and remind students that they should use them to help them understand the story when reading (Read Again and Think) and when they come to a word they do not know (Finger Detective).
- 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.

Story 27 The Camping Trip

- 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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **Where are they going to camp?** *They are going to camp under the trees.* **What did Mom do?** *She unpacked the camping gear.*
- Page 2: **Where did the children go?** *They ran down a path.* Point to the path. **Why did Fran say “Shhh”?** *She heard something.* **Do you think Steve heard the noise too? How do you know?** *He nodded.*
- Page 3: **Why do you think Steve held Fran’s hand?** *He was scared.* **Why did the kids stop?** *They heard the noise again.*
- Page 4: **What did the kids think they heard?** *They thought they heard a bear.* **Why were they afraid of a bear?** *They thought a bear could eat them.* **What did the kids do after they heard the noise?** *They ran fast back up the path.*
- Page 5: **What did Fran do?** *She tripped on a stump.* **What did Steve do?** *He bumped into Fran.* **What does Steve scream?** *“The bear will get us!”* **Make a Prediction: Will the bear get the children? Is a bear after the children?** Have students support their predictions.

Whole Group Response

- Page 6: **Did the kids see a bear?** (WGR) *no* **What did they see?** *They saw a cat.* **Tell about the cat.** *It was big, soft, and black.*
- Page 7: **What does Steve want to do with the cat?** *He wants to keep it.* **Why doesn’t Fran agree?** *Mom said that they couldn’t have pets.*
- Page 8: **What does Fran say?** *“Let’s ask Mom.”* **The kids tramped back to camp. Show me how to “tramp.”** **What did the cat do?** *It ran after them.*

Story 27 **The Camping Trip**

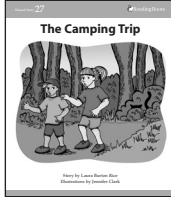
- Page 9: **Why was Mom upset?** *There was a mouse in her backpack. What did the cat do?* *He ran to the backpack and jumped on it. He stuck his head in it.*
- Page 10: **What happened when the cat and mouse were in the backpack?** *It bumped and rolled. What did the mouse do?* *It ran fast into the tall grass.*
- Page 11: **What did the kids ask Mom?** *“Can we keep him, Mom? Please?”* **How did Mom feel?** *She was glad the mouse had left. Can the kids keep the cat?* (WGR) *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 did the children get scared when they were walking in the woods?** *They heard steps. They thought it was a bear.*
 2. **What did the children do when they found the cat?** *They let the cat follow them back to camp.*
 3. **Why did Mom say that Fran and Steve could keep the cat?** *The cat chased away a mouse.*
- Ask students to identify the characters and the setting in the story.
- 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 27: *The Camping 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:
Read Again and Think
and Finger Detective

- Remind students that the reading strategies they will use with this story are **Read Again and Think** and **Finger Detective**.
- Review the strategies and remind students that they should use them to help them understand the story when reading (Read Again and Think) and when they come to a word they do not know (Finger Detective). Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 27 **The Camping Trip**

Partner Reading

Focus on Fluency:
Expression

- **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. **Why did Fran and Steve stop?**
 - a. **They needed to rest.**
 - b. **They did hear soft steps.**
 2. **Where did the cat go?**
 - a. **It tramped to camp.**
 - b. **It hid in a tree.**
 3. **What did the cat do at camp?**
 - a. **It slept.**
 - b. **It got rid of the mouse.**
 4. **Why did Mom let the kids keep the cat?**

Monitor

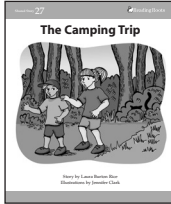
Circulate to monitor partner work.



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 27: *The Camping 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 Camping Trip*, is 40 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 27 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 27 **The Camping Trip**



Fluency Practice with the Story

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

Start Reading Olympics
Fluency Practice on
pages 7 and 8. 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 7 and 8 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 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

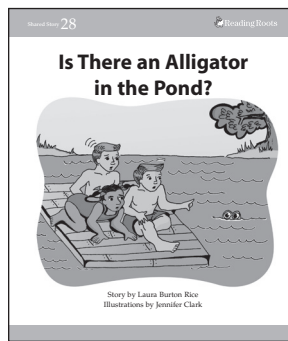
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



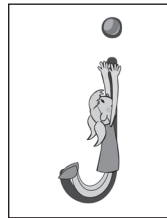
Is There an Alligator in the Pond?

Laura Burton Rice

At a Glance



Review Sounds:



/j/

Strategies/Skills:

Previewing

Predicting

Introduction

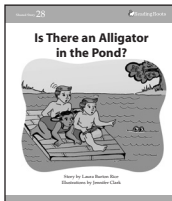
You will need:

- Shared Story 28: *Is There an Alligator in the Pond?*
- Key card for “j”
- 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 *Is There an Alligator in the Pond?*. I see Jim, Jack, and Deena (point). They’re on a raft (point) in a pond (point). The kids look scared. Do you think this (point to the eyes) could be an alligator?**
- 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 28 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 28, or display the key card for “j.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
bank, jam sandwiches,
jeep, alligator, pond,
raft, picnic mat

Story 28 **Is There an Alligator in the Pond?**

Word Presentation



Green Words:

alligators, jeep, jam, jogged, take, or, swim, arms, eat, swam, jump, just, green, if, raft, sandwiches

Red Words:

don't, onto, when, heard

Readles:

bird

- **Show video: Finger Detective and Sound It Out—Now let's practice reading some words.** Show the video segments for Shared Story 28.
- **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.

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



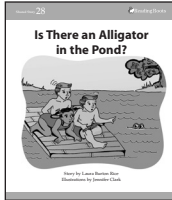
Partner Practice Celebration

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 28: *Is There an Alligator in the Pond?*
- 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** and **Finger Detective**.
- Review the strategies and remind students that they should use them to help them understand the story when reading (Read Again and Think) and when they come to a word they do not know (Finger Detective).
- Model the strategies as needed.

Metacognitive Strategy:
Read Again and Think
and Finger Detective

Story 28 **Is There an Alligator in the Pond?**

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share

- Page 1: **Where was Dad going to take the children?** *Dad was going to take the children to the pond.* **What did Deena have to do first?** *She had to ask her mom.* **What did Deena’s mom say?** *She said that Deena could go.*
- Page 2: **Where did Dad leave the jeep?** *Dad left the jeep near a tree by the pond.* **What did the kids do?** *They helped Dad unpack the jeep.*
- Page 3: **What did Jim and Jack do?** *They jumped in and screamed.* **What did Deena do?** *She did not jump in.*
- Page 4: **What did Jim say?** *Jim said, “Jump in! Jump in!”* **What did Deena do?** *She splashed into the pond.* **Do you think Deena was having a good time? Why?** *Yes. She grinned.*

Story 28 **Is There an Alligator in the Pond?**

Whole Group Response

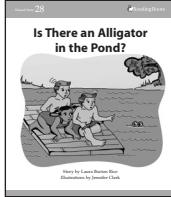
- Page 5: **Where were Jim and Jack?** *Jim and Jack were on the raft. Point to the raft. What did Jim and Jack yell? “You can do it, Deena.” What did Deena do to get to the raft? She kicked her legs and feet. She splashed her arms and hands.*
- Page 6: **What did Jack hear?** *Jack heard a big splash. What did Deena think the splash was? Deena thought it was a fish. What did Jim think the splash was? Jim thought it was a bird. Make a Prediction: What was making the noise? Have students support their predictions.*
- Page 7: **What did Jim scream?** *“I see it. It’s an alligator.” What does Deena think? She doesn’t think it is an alligator because it is not big. How does Jack feel? Jack feels scared. How do you know? He screamed for help.*
- Page 8: **Why did the kids yell to Dad?** *They wanted Dad to save them from the alligator.*
- Page 9: **What hopped onto the raft?** *A frog hopped onto the raft. Are the kids still scared? (WGR) no How do you know? They grinned.*
- Page 10: **What did the kids do?** *They jumped off the raft and swam fast. What did the frog do? It jumped back into the pond.*
- Page 11: **Who were the first two children to get to the bank?** *Jack and Deena were first. What about Jim? Jim was last. Where did they go? They went to the picnic mat.*
- Page 12: **What did the kids and Dad do?** *They ate jam sandwiches.*

Discussion Questions

Think-Pair-Share

- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another’s responses. Call on different partnerships to share their answers with the class.
 1. **What did the children do at Alligator Pond?** *They went swimming.*
 2. **Why were the children afraid?** *They thought that an alligator was in the pond.*
 3. **Was an alligator making the splash?** *No. A frog was splashing.*
 4. **What did the children do after they swam?** *They had a picnic. They ate jam sandwiches.*
- 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 28: *Is There an Alligator in the Pond?*
- 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
and Finger Detective

- Remind students that the reading strategies they will use with this story are **Read Again and Think** and **Finger Detective**.
- Review the strategies and remind students that they should use them to help them understand the story when reading (Read Again and Think) and when they come to a word they do not know (Finger Detective). Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 28 **Is There an Alligator in the Pond?**

Partner Reading

Focus on Fluency:
Expression

- **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



Story 28 **Is There an Alligator in the Pond?**

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. **Where did the kids swim?**
 - a. **They swam in the creek.**
 - b. **They swam in the pond.**
 2. **What did the kids do at the pond?**
 - a. **They jumped in and swam to the raft.**
 - b. **They dug in the sand.**
 3. **What hopped onto the raft?**
 - a. **An alligator hopped onto the raft.**
 - b. **A frog hopped onto the raft.**
 4. **How did the kids feel when they saw the frog?**
 5. **What did the kids do at the end?**

Monitor

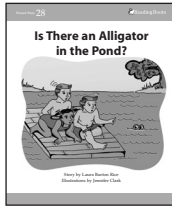
Circulate to monitor partner work.



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 28: *Is There an Alligator in the Pond?*
- 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, *Is There an Alligator in the Pond?*, is 45 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 28 Goal:
45 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 28 **Is There an Alligator in the Pond?**



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 45 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 45 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.



Leaves Fall

Meg Livingston and Laura Burton Rice

At a Glance



Review Sounds:



/v/

Strategies/Skills:

Previewing

Predicting

Introduction

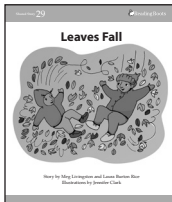
You will need:

- Shared Story 29: *Leaves Fall*
- Key card for “v”
- 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 *Leaves Fall*. I see Vick (point) and his little sister Eva (point). They’re playing in the leaves. They’re wearing jackets, hats, and mittens, so it must be cold outside. They’re having fun on a cool day.**
- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 29 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 29, or display the key card for “v.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
vest, mittens, storm,
rake, van, dump

Word Presentation



- **Show video: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 29.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
 - Explain how to pronounce words that end in “_le” such as “little.” Note that this word is in a box on the Partner Word and Sentence Reading page to help students remember.
- **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:

bagging, vest, dived, van, dump, finished, jacket, leaf, raking, stuffed, tossed, mittens, piles, plastic, leaves, little

Red Words:

good, as, cold, want

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:

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 29: *Leaves Fall*
- 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.
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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.
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Strategy Review

Metacognitive Strategy:
Read Again and Think
and Finger Detective

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

Story 29 **Leaves Fall**

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **What did Vick like to do in the leaves?** *He liked to jump in the leaves. He liked to jump* (demonstrate “jump”) **in the leaves. Was it hot or cold outside?** *It was cold outside. What did Mom tell Vick he must do before he can go outside?* *He must put on a jacket, vest, and mittens.*
- Page 2: **What did Vick’s dad need to do?** *He needed to rake the leaves. What could Vick do to help?* *Vick could rake and bag the leaves. Vick could rake.* Demonstrate raking. **He could bag the leaves. If you bag leaves, you put them in a bag. How did Vick feel about helping his dad?** *He liked to help.*
- Page 3: **Where did Vick go?** *Vick went to the shed. What did Vick get from the shed?* *Vick got rakes from the shed. What did Dad get?* *Dad got ten big plastic bags. Vick raked the leaves into piles. What did Dad do?* *He put the leaves in the bags.*

Story 29 Leaves Fall

Whole Group Response

- Page 4: **What did Eva want to do?** *She wanted to help.* **What did Vick say?** *He said, “No, go back in.”* **Why didn’t Vick think Eva could help?** *She was little, and it was cold.*
- Page 5: **Can Eva help?** (WGR) *yes* **What must Eva do before she can help?** *She must put on a vest, mittens, and a hat.* **Where did Eva go?** *Eva went into the house.*
- Page 6: **Did Eva put on her vest and hat?** (WGR) *yes* **Who was raking?** *Vick was raking.* **How will Eva help?** *She will help Dad bag the leaves.* **Make a Prediction: Will Eva be helpful?** Have students support their predictions.
- Page 7: **Did Eva pick up leaves?** (WGR) *yes* **Why was Vick mad?** *Eva was picking up leaves one by one.*
- Page 8: **Eva got hot and tugged off her hat. Then what did she do?** *She jumped into the leaves.* **Why was Vick mad?** *Eva messed up the leaves.*
- Page 9: **What did Dad say?** *“It is O.K. to have fun.”* **What did Eva do with the leaves?** *She tossed them at Vick.* **What did Vick do?** *He dived into a big pile of leaves.*
- Page 10: **Did the kids finish the job?** (WGR) *yes* **What did they do with the leaves?** *They put them in bags.*
- Page 11: **Did the kids do a good job?** *Yes. The leaves are all in bags.* **What did they do with the bags of leaves?** *They put them in the van.* **Where was Dad going?** *Dad was going to the dump.*
- Page 12: **What did Vick ask?** *“Can we go to the dump?”* **Did Eva want to go?** (WGR) *yes* **What did Dad say?** *“O.K., you can go.”*

Teacher’s Note: If students do not finish the story in one day, you can complete Guided Partner Reading on a second day before starting Partner Reading.

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. **How do Vick and Eva help Dad?** *They rake the leaves and put them in bags.*
 2. **How do Eva and Vick have fun in the leaves?** *They jump in the piles of leaves and throw leaves at each other.*
 3. **Where do Dad, Eva, and Vick go at the end of the story? Why?** *They go to the dump to take away the bags 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.

Partner Practice



You will need:

- Shared Story 29: *Leaves Fall*
- 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
and Finger Detective

- Remind students that the reading strategies they will use with this story are **Read Again and Think** and **Finger Detective**.
- Review the strategies and remind students that they should use them to help them understand the story when reading (Read Again and Think) and when they come to a word they do not know (Finger Detective). Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 29 **Leaves Fall**

Partner Reading

Focus on Fluency:
Expression

- **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. **What did Dad ask Vick and Eva to do?**
 - a. He asked them to cut the grass.
 - b. He asked them to rake and bag leaves.
 2. **How did Eva help Vick?**
 - a. She put leaves in bags.
 - b. She jumped into piles of leaves.
 3. **Why did Eva take off her hat?**
 - a. She was cold.
 - b. She was hot.
 4. **Where did they put the leaves?**
 5. **Why did they go to the dump?**

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 29: *Leaves Fall*
- 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, *Leaves Fall*, is 45 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 29 Goal:
45 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 6. The goal is to
read 45 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 6 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 45 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

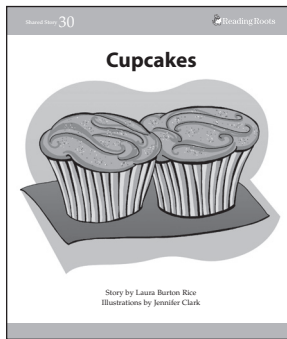
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



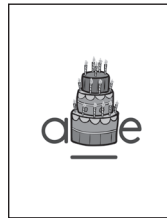
Cupcakes

Laura Burton Rice

At a Glance



Review Sounds:



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Strategies/Skills:

Previewing

Predicting

Introduction

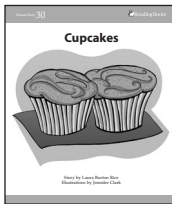
You will need:

- Shared Story 30: *Cupcakes*
- Key card for “a_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 *Cupcakes*. Here are two big, delicious cupcakes** (point to the cupcakes). **What else could we find out about cupcakes in this story? Maybe we’ll find out who made the cupcakes and who is going to eat the cupcakes.**
- 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 30 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 30, or display the key card for “a_e.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
butter, cake mix,
egg shells,
cupcake tin, milk



Green Words:
add, ate, baked, bowl,
taste, spoons, smell, mix,
cupcakes, clean, way,
granddad, make, too,
batter, butter

Word Presentation

- **Show video: Sound It Out**—**Now let’s practice reading some words.** Show the video segments for Shared Story 30.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.

Story 30 Cupcakes

Red Words:

pulled, ever, read, oven

- **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.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

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

Random Reporter



Strategy Introduction

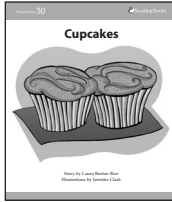
Metacognitive Strategy: Finger Detective: Compound Words

In addition to using the Finger Detective strategy to sound out and read words with specific word parts, students can use it to read compound words.



- Introduce the reading strategy students will use while reading the Shared Story:
Finger Detective: Compound Words.
- 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 compound words by looking at word parts.**
- **Show video: Finger Detective**—Use the video to model reading compound words.
- Select one of the Green Words that is a compound word and model the Finger Detective strategy.
 - Cover the second part of the word with a finger and sound out the first part to read a recognizable word.
 - Uncover the second part of the word and sound it out to read a recognizable word.
 - Say the first and second parts of the word together to read a recognizable word.
- Guide practice of the Finger Detective strategy using a different Green Word that is a compound word.
- Let students know that they will practice using the Finger Detective strategy for compound words as they read the rest of the story.

Guided Practice



You will need:

- Shared Story 30: *Cupcakes*
- 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:
Compound Words

- Remind students that the reading strategy they will use with this story is **Finger Detective: Compound Words**.
- Review the Finger Detective strategy and remind students that they should use this strategy when they come to a word that has two smaller word parts in it.
- Model the strategy if necessary.

Story 30 Cupcakes

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share

- Page 1: **What was Deena’s idea?** *She wanted to bake cupcakes. Did Jack want to bake?* *No, Jack did not want to bake. What did Jack say?* *“I hate to bake.” What was Granddad going to do?* *Granddad was going to help them.*
- Page 2: **What do Fran and Deena like to do?** *They like to eat the stuff they bake. How does Jack feel about baking cupcakes now?* *He likes that plan. He wants to bake cupcakes.*
- Page 3: **What did Deena ask Granddad?** *“Can you help us make cupcakes?” What is Granddad going to do?* *He is going to help. He loves to make cupcakes.*

Story 30 Cupcakes

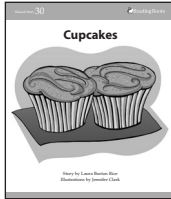
- Page 4: **What did Deena get?** *Deena got a bowl, spoons, a cup, and the cake tin.* **What was on Granddad’s list?** *Two eggs, milk, and butter were on Granddad’s list.* **Make a Prediction: Will the cupcakes be good?** Have students support their predictions.
- Page 5: **What did Jim add to the mix?** *Jim added eggs.* **What was wrong with Jim’s idea?** *He didn’t crack the shells of the eggs.* **Why can’t there be egg shells in the mix?** *It makes a mess.*
- Page 6: **Jack tried to help. What did he do?** *He picked up bits of shell.* **What did Deena ask?** *“Can I mix it up?”* **What will they put in next?**
- Page 7: **Why did Granddad say, “STOP!”** *Jack put too much milk in the bowl.* **How did Jack feel?** *Jack felt sad.*
- Page 8: **What do Jim and Fran do?** *They butter the cupcake tin.* **How do you butter a cupcake tin?** *You rub a little butter in all the cups.*
- Page 9: **Where do the cupcakes go?** *The cupcakes go in the oven.* **What will the children do while the cupcakes bake?** *They will clean up.*
- Page 10: **How do you know Mom liked the cupcakes?** *She said, “Flat cupcakes are still good cupcakes.”* **The cupcakes had a small problem. What was the problem?** *They were flat.* **Why do you think the cupcakes were flat?**
- Page 11: **What did the kids do?** *They ate flat cupcakes.* **How does Jack feel about baking now?** *He loves to bake. He is glad he can bake.*

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 were some of the things the children needed to bake cupcakes?** *Some things the children needed were eggs, milk, and butter.*
 2. **Why were the cupcakes flat?** *Jack put in too much milk.*
 3. **Do you think the children will bake cupcakes again? Why?** *Yes. The cupcakes were good, and they had fun baking them.*
- 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 30: *Cupcakes*
- 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:
Compound Words

- Remind students that the reading strategy they will use with this story is **Finger Detective: Compound Words.**
- Remind students to use the Finger Detective strategy when they come to a word with two smaller words in it.
- Ask students to coach their partners to use the strategy when reading.

Story 30 Cupcakes

Focus on Fluency:
Expression

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. **What did Granddad do?**
 - a. **He had a nap.**
 - b. **He helped the kids bake cupcakes.**
 2. **Name one way the kids made a mess.**
 3. **Why were the cupcakes flat?**
 4. **How did the kids feel at the end?**

Monitor

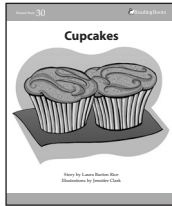
Circulate to monitor partner work.



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 30: *Cupcakes*
- 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, *Cupcakes*, is 45 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 30 Goal:
45 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 8 and 9. The goal is
to read 45 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 8 and 9 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 45 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

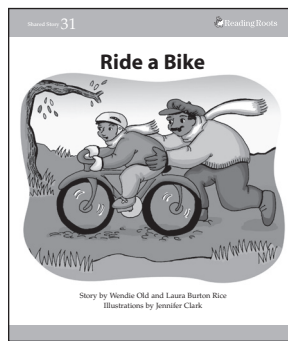
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



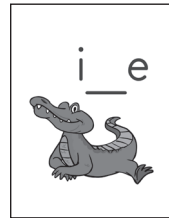
Ride a Bike

Wendie Old and Laura Burton Rice

At a Glance



Review Sounds:



/i_e/

Strategies/Skills:

Previewing

Predicting

Introduction

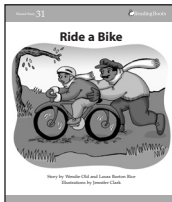
You will need:

- Shared Story 31: *Ride a Bike*
- Key card for “i_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 *Ride a Bike*. I see Vick (point) riding a bike. It looks like his dad (point) is trying to help him. Vick must be learning to ride a bike for the first time!**
- 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 31 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 31, or display the key card for “i_e.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
handles, bike helmet,
yard, pedals

Word Presentation



- **Show video: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 31.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
 - Explain that the “al” in “pedals” and the “le” in “handles” are pronounced the same way. Note that these words are in boxes on the Partner Words and Sentence Reading page to help students remember.
- **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:

ride, tired, saw, riding, l’ve, hugged, mine, fine, looked, its, how, helmet, tried, pedals, handles, running

Red Words:

pushed, try, who, over, beside

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:

school, eyes

- 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



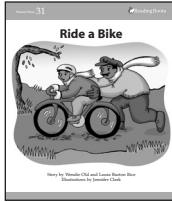
Partner Practice Celebration

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 31: *Ride a Bike*
- 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
and Finger Detective

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

Story 31 **Ride a Bike**

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **Dad had a surprise for Vick. What was it?** *He gave Vick a new bike.* **How did Vick feel?** *He was happy. He liked his bike.* **Why did Dad give Vick a bike?** *Vick raked leaves all fall.*
- Page 2: **What special clothes did Vick put on to ride his bike?** *Vick put on his jacket and bike helmet.* **Vick put his hands on the handles.** Point to the handles. **Vick put his feet on the pedals.** Point to the pedals.
- Page 3: **What did Vick say?** *“I can ride.”* **Was Vick riding slowly?** *No, he was riding fast.*

Story 31 **Ride a Bike**

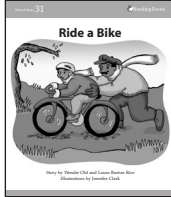
- Page 4: **Why did Dad let go of the bike?** *He got tired of running.* **Why didn't Vick want Dad to let go?** *He was afraid he would fall if Dad wasn't holding on to the bike.*
- Page 5: **Why do you think Vick fell when Dad let go of the bike?** *Vick didn't know how to ride yet.* **What did Dad say after Vick fell?** *"Get up. Try to ride."*
- Page 6: **What happened when Dad let go?** *Vick and his bike dived in the grass again.* **Make a Prediction: Will Vick learn to ride his bike?** Have students support their predictions.
- Page 7: **There was a "lot" at school. A "lot" is a place where you park cars. Do you think a lot is a good place to ride a bike? Why?**
- Page 8: **What did Vick say?** *"See me go fast! I can ride! I am fine!"*
- Page 9: **Vick screamed for Dad. What did he want Dad to do?** *He wanted Dad to help him stop.* **What do you think will happen to Vick?**
- Page 10: **What happened when Vick's bike hit the end of the lot?** *The bike bumped and jumped on the grass. Vick held on tight.*
- Page 11: **What did the bike do?** *It slipped, stopped, and fell.* **A "heap" is like a pile. Say "heap." Do you think Vick was hurt?**
- Page 12: **Is Vick O.K.? Why did Vick grin?** *He could ride his bike.*

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. **How did Dad help Vick learn to ride a bike?** *He held the bike while Vick pedaled.*
 2. **Why did Dad and Vick go to the school?** *The lot at the school was flat. It was easier to ride on.*
 3. **Did Vick learn to ride his bike?** *He could ride a little, but he could not stop. He will need to practice.*
- 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 31: *Ride a Bike*
- 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

- Remind students that the reading strategies they will use with this story are **Read Again and Think** as well as **Finger Detective**.
- Review the strategies and remind students that they should use them to help them understand the story when reading (Read Again and Think) and when they come to a word they do not know (Finger Detective). Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 31 **Ride a Bike**

Partner Reading

Focus on Fluency:
Expression

- **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. **Who gave Vick a bike?**
 - a. Mom gave him a bike.
 - b. Dad gave him a bike.
 2. **What happened when Dad let go?**
 - a. The bike stopped.
 - b. Vick fell.
 3. **Why did Vick and Dad go to the school?**
 4. **How did Vick ride at the end?**
 5. **What did Vick still need to do?**

Monitor

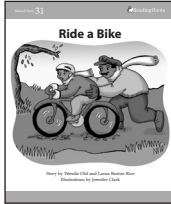
Circulate to monitor partner work.



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 31: *Ride a Bike*
- 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, *Ride a Bike*, is 50 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 31 Goal:
50 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 50 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 50 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.



Home with a Cold

Laura Burton Rice and Meg Livingston

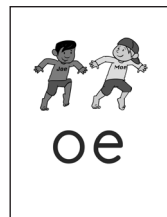
At a Glance



Review Sounds:



/o_e/



/oe/

Strategies/Skills:

Previewing

Predicting

Introduction

You will need:

- Shared Story 32: *Home with a Cold*
- Key cards for “o_e” and “oe”
- 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 *Home with a Cold*. If you have a cold, it means you are sick. Vick must be the one who is home with a cold. He is looking at some deer (point) outside his window. I wonder if Vick will do anything else while he is home?**
- 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 32 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 32, or display the key cards for “o_e” and “oe.” Have students review the alliterative phrases and practice the sounds.



Vocabulary Words:
game, pine cones, seeds,
stones, doe and
baby deer

Story 32 Home with a Cold

Word Presentation



Green Words:

poked, closed, room, shrugged, snow, scared, tiptoed, books, dose, doe, drove, nose, hiding, alone, about

Red Words:

baby, door, school, visit

Readles:

fence, head, medicine

- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 32.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
 - Point out the special sound of “a” in “alone” and “about.” Highlight that these words are in a box on the Partner Word and Sentence Reading page to help students remember.
 - Point out that two Green Words (“doe” and “tiptoed”) have an “oe” in the word. Note that, for those words, “oe” makes the same sound as “o_e.”
- **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.

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: Read On 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 On and Think.**
- Explain the Read On and Think strategy to students. **Sometimes when you are reading, things don’t seem to make sense. When this happens, you can keep reading to see if the next part of the text helps you understand what you just read.**

Story 32 **Home with a Cold**

Think Aloud

- Model the strategy. Read the following sentences out loud and struggle with the word “jumbled”: **Sonja was in a hurry. She threw her toys in a box. The next day her toys were all jumbled. She couldn’t find the toy she wanted.**
- Use a Think Aloud to model the Read On and Think strategy. **I sounded out the word and it is jumbled, but I don’t understand what it means, so I will read on and see if the next sentence helps me figure it out.** Reread the next sentence. **If she threw her toys in the box and she couldn’t find the one she wanted, then the toys must have been mixed together in the box.** Reread the sentences correctly.
- Tell students when something doesn’t make sense as they are reading, they can read on and think about what is happening, 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.
 - Read the next sentence(s) and ask students to discuss again with their partners what you read. Point out that by reading on, it helped them understand what didn’t make sense.
- Let students know that they will practice the Read On and Think strategy as they read the rest of the story.

Guided Practice



You will need:

- Shared Story 32: *Home with a Cold*
- 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 On and Think

- Remind students that the reading strategy they will use with this story is **Read On and Think**.
- Review the Read On 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 32 Home with a Cold

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:
 - Page 1: **What does Mom tell Vick?** *“You have a bad cold.”* **What is Vick going to do?** *He is going to stay home and rest.*
 - Page 2: **What did Mom give to Vick?** *Mom gave Vick a dose of medicine.* **Why?** *Vick had a cold.* **What did Vick see outside of the window?** *Vick saw a doe and a baby deer standing by a tree.* **A “doe” is a female deer, or a girl deer. The “doe” is the mother deer.** Point to the doe. **Why did Vick yell for Mom and Eva?** *He wanted them to see the deer.*
 - Page 3: **Why didn’t Mom and Eva see the deer?** *The deer ran away before Mom and Eva got to the window.* **What did Eva ask Vick?** *“Are you making it up?”* **If you make something up, you tell a lie. Why does Eva think that Vick is making it up?** *Eva did not see deer outside of the window.*



Story 32 Home with a Cold



- Page 4: Demonstrate “shrugged.” **Why did Mom shrug? Why doesn’t Vick want Eva to leave? *It is not fun to be alone.* What does Vick want to do with Eva? *Vick wants to play a game.***
- Page 5: **Why did Eva run to the window? *The deer came back.* What did Eva do? *Eva rushed out to get Mom.***
- Page 6: They “stared” at the doe and her baby. “Stare” means to look at something for a long time. **What were the deer doing? *They were looking for seeds to eat.***
- Page 7: **Does Dad see the deer? *no* Make a Prediction: Do you think Dad will scare the deer?** Have students support their predictions.
- Page 8: Dad “slammed” the door shut. That means he shut it hard. **Do you think it made a soft noise or a loud noise? *It made a loud noise.* What happened after Dad slammed the door? *The deer ran away because they were scared.***
- Page 9: **What does Eva tell Dad? *“We saw deer. They were looking for seeds.”* What does Vick tell Dad? *“They heard the van and hid by the trees.”* Do you think the deer will come back?**



- Page 10: **“Feed” is what we call food for animals. What did Dad and Eva do with the feed? *They put it on the ground for the deer to eat.* Where did Dad keep the feed? *Dad kept the feed in the shed.* A “shed” is a small building for storing things.** Point to the shed.
- Page 11: **What does Vick ask Eva? *“Did the deer come back?”* Did the deer come back? *Not yet. Eva hopes they will.***
- Page 12: **What are they going to do to make sure the deer come back? *They are going to keep feed by the stones.* What is Vick going to do when he goes to school? *He is going to tell the kids about the deer.***

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 Vick have to stay home from school? *He was sick. He had a cold.***
 2. **What happened that was exciting? *Vick saw deer outside his window.***
 3. **Will the deer come back? Why? *Yes. They will come back because Dad and Eva put out feed for them.***
- 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 32: *Home with a Cold*
- 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 On and Think

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

Story 32 Home with a Cold

Focus on Fluency:
Expression

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. **Why was Vick at home?**
 - a. **School was closed.**
 - b. **He was sick.**
 2. **What did Vick and Eva see out the window?**
 3. **Why were the deer digging in the snow?**
 4. **Why did Dad and Eva leave the feed?**
 5. **How did Vick feel at the end of the story?**

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 32: *Home with a Cold*
- 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, *Home with a Cold*, is 50 words correct per minute.**

Partner Word and Sentence Goal:

100% accuracy

Shared Story 32 Goal:

50 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
11 and 12. The goal is to
read 50 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 11 and 12 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 50 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

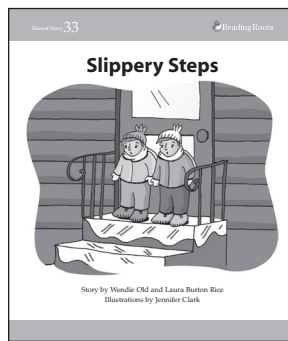
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



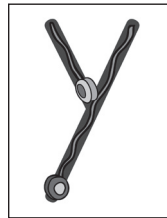
Slippery Steps

Wendie Old and Laura Burton Rice

At a Glance



Review Sounds:



/y/

Strategies/Skills:

Previewing

Predicting

Introduction

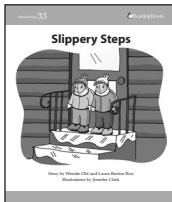
You will need:

- Shared Story 33: *Slippery Steps*
- Key card for “y”
- 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 *Slippery Steps*. I see Jim (point) and Jack (point) on the steps. They look a little scared. Maybe they’re scared to walk on the steps. The steps must be slippery. They look like they’re covered with ice.**
- 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 33 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 33, or display the key card for “y.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
ice, sand, steps, sleet,
pebbles

Story 33 **Slippery Steps**

Word Presentation



Green Words:

boys, yikes, himself, care, yelling, tried, yanked, dress, crept, rose, safe, shine, problem, sleet, slid, skating

Red Words:

more, does, open, bushes

- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 33.
- **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.
- 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



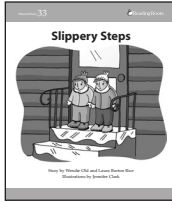
Partner Practice Celebration

- 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 33: *Slippery Steps*
- 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 On and Think, Read Again and Think, Finger Detective

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

Story 33 **Slippery Steps**

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **Why did Jack get up?** *He thought he heard rocks hitting the window. What did Jim do?* *He got up and peeked out. To “peek” means to look. This is “peeking.”* Pantomime “peeking.” **Can everyone show me how to peek?**
- Page 2: **It wasn’t rocks that were making the noise. What was hitting the window?** *sleet* Point to the sleet outside of the window. **“Sleet” is little balls of ice. When sleet falls, it makes everything icy and slippery. What do Jim and Jack want to do tomorrow when there is a lot of ice?** *They want to skate on the pond.*
- Page 3: **Why do the trees and bushes shine?** *They are covered with ice. What does Jack want to do?* *He wants to skate. “Skating” is sliding on ice with special shoes.*

Story 33 **Slippery Steps**

Whole Group Response

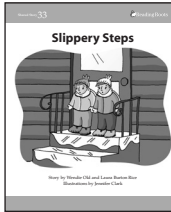
- Page 4: **What do the boys have to do before they can go out?** *They must put on pants, jackets, hats, and mittens.*
- Page 5: **Where did Jack want to go? Jack wanted to go to Alligator Pond. What happened when Jack stepped outside?** *He slipped on the steps.*
- Page 6: **Why do you think Jack fell? Was Jack hurt?** *No, he is O.K.*
- Page 7: **Jack can't stand up. What does Jim do? He tries to help Jack. What happens when Jim goes out the door?** *He bumps down the steps and lands on top of Jack.*
- Page 8: **Can Jim and Jack get up? (WGR) no Why not? It is too slippery. What do the boys do? They call to Mom for help. Make a Prediction: Will Mom be able to help the boys?** Have students support their predictions.
- Page 9: **What do the boys tell Mom?** *"We are stuck. We keep slipping and can't get up."* **What do you think will happen to Mom?**
- Page 10: **What happens to Mom? She bumps down the steps. Is Mom hurt?** *No, she is O.K.*
- Page 11: **What do Mom, Jim, and Jack yell to Dad?** *"Don't take a step!"* **Why do they say that? They don't want Dad to fall too. What is Dad going to do so they don't slip?** *He's going to put sand on the steps.*
- Page 12: **Did the sand fix the slippery steps? Yes, the sand fixed the slippery steps. What do the boys want to do now?** *They want to go skating at Alligator Pond.*

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 Jim and Jack hope the sleet would not stop?** *The sleet would freeze and make ice on the ground. Then they could go skating.*
 2. **What happened when the boys and Mom tried to go down the front steps?** *They fell on the ice and could not get up.*
 3. **How did Dad fix the problem?** *He put sand on the steps.*
- 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 33: *Slippery Steps*
- 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 On and Think, Read Again and Think, Finger Detective

- Remind students that the reading strategies they can use with this story are **Read On and Think**, **Read Again and Think**, as well as **Finger Detective**.
- Remind students to use strategies to help them understand the story when reading (Read On and Think and Read Again and Think) and when they get to a word they do not know (Finger Detective). Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 33 **Slippery Steps**

Partner Reading

Focus on Fluency:
Expression

- **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. **What did the boys do at night?**
 - a. **They went to sleep.**
 - b. **They were up late.**
 2. **When did Jack and Jim run to the steps?**
 3. **What happened to Jack and Jim on the steps?**
 4. **Why did Mom try to help the boys?**
 5. **How did Dad take care of the problem?**

Monitor

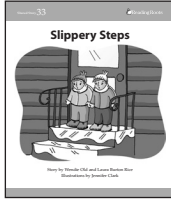
Circulate to monitor partner work.



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 33: *Slippery Steps*
- 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, *Slippery Steps*, is 50 words correct per minute.**

Partner Word and Sentence Goal:

100% accuracy

Shared Story 33 Goal:

50 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 33 **Slippery Steps**



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 50 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 50 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

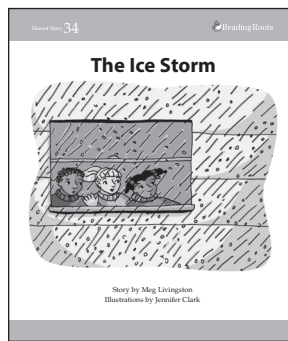
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



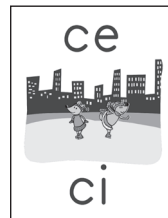
The Ice Storm

Meg Livingston

At a Glance



Review Sounds:



/c/ (soft c)

Strategies/Skills:

Previewing

Predicting

Introduction

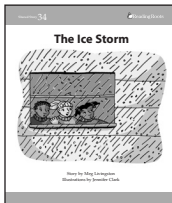
You will need:

- Shared Story 34: *The Ice Storm*
- Key card for “c” (soft c)
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

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



Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Ice Storm*.** Point to the ice and sleet on the cover of the Shared Story. **An ice storm comes during the wintertime. When it’s very, very cold outside, rain that falls from the sky can turn to ice. Then ice is everywhere! Do you think a lot of ice could be dangerous? Why?**
- 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 34 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 34, or display the key card for “soft c.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
 fireplace, dinner,
 electricity, hot dog,
 ice storm,
 sleeping bag

Story 34 **The Ice Storm**

Word Presentation



- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 34.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
 - Note the special sound of “a” in “asleep” and the short “i” in “dinner.” Highlight that these words are in boxes on the Partner Word and Sentence Reading page to help students remember.
- **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:

ice cream, lights, mice, raced, fence, closing, story, faces, checked, fireplace, blankets, upon, asleep, nice, dinner, traced

Red Words:

because, their, warm, once

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.
- 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



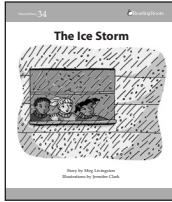
Partner Practice Celebration

- 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 34: *The Ice Storm*
- 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 On and Think,
Read Again and Think,
Finger Detective

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

Story 34 **The Ice Storm**

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share

- Page 1: **Why is the school closing?** *There is an ice storm.* **Why can’t the bus run?** *It is too dangerous to drive the bus on ice.* **Vick and Fran cannot go home because the bus isn’t running. What will they do?** *Deena’s mom will take them home with her.*
- Page 2: **What did the kids do to make sure they didn’t slip on the ice?** *They all held hands as they walked.*
- Page 3: **What did the kids do when they got in the house?** *They hung up their wet jackets.* **What did Granddad tell the kids to do?** *He said to sit by the fireplace.* **Who made the fire?** *Granddad made the fire.*

Story 34 The Ice Storm

- Page 4: **Why did it get dark?** *The ice made the lines fall. There are no lights in the house. There is no heat in the house. How will they all stay warm? They have a fire. Make a Prediction: What will they do without electricity?* Have students support their predictions.
- Page 5: **Why isn't the oven hot?** *The oven needs electricity, and the electricity doesn't work. They will all eat hot dogs. How will they cook them? They will put them on a stick and heat them in the fireplace.*
- Page 6: **Why are the kids happy?** *Cooking by the fireplace is just like camping. What else are the kids going to do while they cook their hot dogs? They will sing camping songs.*
- Page 7: **What did the kids eat?** *The kids ate hot dogs and ice cream. What did they do? They sang camping songs and played games.*
- Page 8: **Where will the kids sleep? They will sleep by the fire. What will Granddad do?** *Granddad will tell them a story.*
- Page 9: **What did the kids sleep in? The kids slept in sleeping bags. Point to a sleeping bag. Why didn't Granddad get to the end of his story? The kids fell asleep.**
- Page 10: **Why is school closed? The lights still do not work. What are the kids going to do today? They are going to skate on the ice. Who will they get to join them? They will get Jim and Jack.**
- Page 11: **What did Fran and Deena do?** *They traced each other's bodies in the snow with a stick. Point to the place in the snow where the girls traced each other.*
- Page 12: **What are all of the kids going to do? They will go sledding in the snow.**

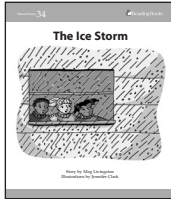


Discussion Questions

- 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 the children go to Deena's house?** *The bus could not run because of the ice. They couldn't go home, so they walked to Deena's house.*
 2. **Why did Mom have to light a candle?** *The lights in the house went out.*
 3. **Why did the kids say that staying at Deena's was like camping?** *They sat by a fire, they ate hot dogs, and they sang camping songs and played games.*
- 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 34: *The Ice Storm*
- 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 On and Think, Read Again and Think, Finger Detective

- Remind students that the reading strategies they can use with this story are **Read On and Think**, **Read Again and Think**, as well as **Finger Detective**.
- Remind students to use strategies to help them understand the story when reading (Read On and Think and Read Again and Think) and when they get to a word they do not know (Finger Detective). Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 34 **The Ice Storm**



Partner Reading

Focus on Fluency:
Expression

- **Show video: Reading Strategies—“camping”.** Let’s see how Alphie uses the Reading Strategy Cue Card to figure out how to read a hard word. Which strategy do you think will help Alphie 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)!**
- 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 Strategies 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. **Why did school close?**
 2. **Why did Fran and Vick spend the night at Deena’s?**
 3. **When did the lights blink off?**
 4. **Why did the kids like camping in?**
 5. **Why were the kids glad at the end of the story?**

Monitor

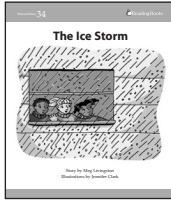
Circulate to monitor partner work.



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 34: *The Ice Storm*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Ice Storm*, is 52 words correct per minute.**

Partner Word and Sentence Goal:

100% accuracy

Shared Story 34 Goal:

52 wcpm

Partner Word and Sentence Reading

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

Monitor



Partner Practice Celebration

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

Random Reporter



Story 34 **The Ice Storm**



Fluency Practice with the Story

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

Start Reading Olympics
Fluency Practice on
page 10. The goal is to
read 52 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 10 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 52 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

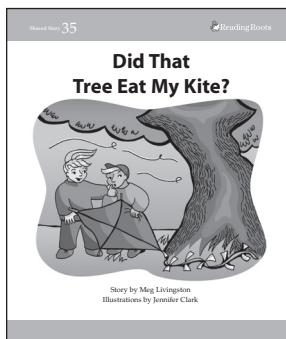
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



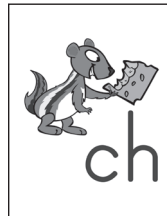
Did That Tree Eat My Kite?

Meg Livingston

At a Glance



Review Sounds:



/ch/

Strategies/Skills:

Previewing

Predicting

Introduction

You will need:

- Shared Story 35: *Did That Tree Eat My Kite?*
- Key card for “ch”
- 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.



Whole Group Response

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 *Did That Tree Eat My Kite?* I see Fran (point) and her little brother Steve (point). They have a kite (point). Do you think a tree can really eat a kite? (WGR) Something must happen to the kite. I wonder what happens to it.**



Vocabulary Words:
kite, wind, string, tree

- 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 35 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 segment for Shared Story 35, or display the key card for “ch.” Have students review the alliterative phrase and practice the sound.



Story 35 **Did That Tree Eat My Kite?**

Word Presentation

Green Words:

smashed, silly, reach, chasing, free, cheered, inside, chomp, outside, crunch, marched, space, chin, kites, joke, fly

Red Words:

watch, few, don't

- **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.
- 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: Base word and endings

In addition to using the Finger Detective strategy to sound out and read words with word parts, students can use it to read more complex words.



- Introduce the reading strategy students will use while reading the Shared Story: **Finger Detective: Base word and endings.**
- 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 a base word and ending.
- Select one of the Green Words with a base word and ending and model the Finger Detective strategy.
 - Cover the word ending with a finger. Sound out the first part of the word using previous knowledge of sound patterns to read the base word.
 - Uncover the ending and add this sound to base 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 a base word and an ending.
- Let students know that they will use the Finger Detective strategy for words that have a base word and ending as they read the rest of the story.

Guided Practice



You will need:

- Shared Story 35: *Did That Tree Eat My Kite?*
- 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: Base
word and endings

- Remind students that the reading strategy they will use with this story is **Finger Detective: Base word and endings**.
- Review the Finger Detective strategy and remind students that they should use this strategy when they come to a word with base word and ending that they do not know.
- Model the strategies as needed.

Story 35 **Did That Tree Eat My Kite?**

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **Why did the trees shake?** *The trees shook because the wind was blowing.* **What did Fran say when she went outside?** *“Yes! It’s kite time!”* **Why did she go back inside?** *She went to get Steve.*
- Page 2: **An “open space” is a large grassy area. Fran said, “It is March.” She meant it was the month of March. What did Steve think “March” meant?** *Steve was thinking of the other kind of march—a way to walk.* **Show me how to march.**
- Page 3: **Was Steve excited about flying a kite?** *yes* **How do you know?** *He clapped and cheered. He said, “I like chasing kites.”*
- Page 4: **Why can’t they let the kite near any trees?** *Trees eat kites.* **Steve thinks a tree can really eat a kite. What do you think? Why?**

Story 35 **Did That Tree Eat My Kite?**

- Whole Group Response
- Page 5: **What did Fran do to get the kite in the air?** *She held the string and ran. What is Fran going to do now?* *She is going to give the kite to Steve.*
 - Page 6: **Why did the kite stop flying?** *Steve stopped running to watch the kite. What happened to the kite?* *It fell. Make a Prediction: Will Steve be able to fly the kite?* Have students support their predictions.
 - Page 7: **Does Steve get the kite back up in the air?** (WGR) *yes Why is Fran yelling?* *Steve is running with the kite near the trees.*
 - Page 8: **Why does Steve keep running?** *He doesn't hear Fran yell. What happened to the kite?* *It smashed into the top of a tree. What does Steve scream?* *"Oh, no! The tree is eating the kite!"*
- Whole Group Response
- Page 10: **Why is Steve jumping up and down?** *He is angry that his kite is in the tree. What does Steve say to the tree?* *"Bad, bad tree! Stop eating my kite!" Is the tree really eating the kite?* (WGR) *no*
 - Page 11: **How does Fran get the kite?** *She tugs at the string until the kite falls out of the tree.*
 - Page 12: **What did Steve do?** *He held Fran's hand and ran with the kite. He flew the kite with Fran.*

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. **How did Fran know that it was kite time?** *She felt a strong wind. Windy days are good for flying kites.*
 2. **Did a tree eat Fran's kite?** *No. The kite got stuck in a tree.*
 3. **How did they get the kite out of the tree?** *Fran tugged at the string until the kite was free from the tree.*
 - Discuss with students whether their predictions were accurate or the book surprised them.
 - **Optional:** If time permits, reread the entire story together as a class.

Partner Practice



You will need:

- Shared Story 35: *Did That Tree Eat My Kite?*
- 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: Base
word and endings

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

Story 35 **Did That Tree Eat My Kite?**

Partner Reading

Focus on Fluency:
Expression

- **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. **Why was Fran glad it was March?**
 2. **What happened when Steve tried to fly his kite?**
 3. **How did the kite get stuck in the tree?**
 4. **Why was Steve mad at the tree?**
 5. **How did Fran get the kite back?**

Monitor

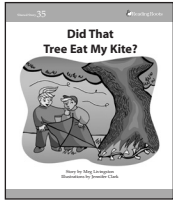
Circulate to monitor partner work.



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 35: *Did That Tree Eat My Kite?*
- 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, *Did That Tree Eat My Kite?*, is 52 words correct per minute.**

Partner Word and Sentence Goal:

100% accuracy

Shared Story 35 Goal:

52 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 35 **Did That Tree Eat My Kite?**



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 52 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 52 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

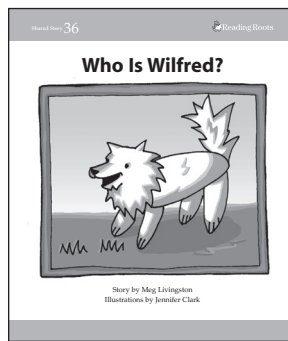
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



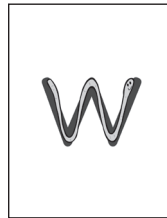
Who is Wilfred?

Meg Livingston

At a Glance



Review Sounds:



/w/

Strategies/Skills:

Previewing

Predicting

Introduction

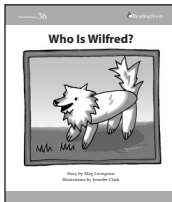
You will need:

- Shared Story 36: *Who is Wilfred?*
- Key card for “w”
- 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 *Who Is Wilfred?* I see a big white dog on the front cover (point). Do you think the dog’s name is Wilfred? (WGR) I wonder what we might learn about Wilfred in this book.**
- 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 36 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 36, or display the key card for “w.” Have students review the alliterative phrase and practice the sound.



Vocabulary Words:
web, articles, pictures,
newspaper



Story 36 **Who is Wilfred?**

Word Presentation



- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 36.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
 - Note the special sound of “wr” in “write,” “writing,” “wrote.” Highlight that these words are in a box on the Partner Word and Sentence Reading page to help students remember.
- **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:

draw, children, good, wagged, write, chatted, share, project, stories, writing, waved, pasted, when, white, wrote, wish

Red Words:

son, newspaper, new, picture, find, putting, head, whose

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.
- 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



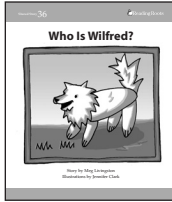
Partner Practice Celebration

- 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 36: *Who is Wilfred?*
- 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 On and Think, Read
Again and Think, Finger
Detective

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

Story 36 **Who is Wilfred?**

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share

- Page 1: **What will the students do for the class newspaper?** *They will write stories and draw. What will they do with their teams?* *They will plan what to write.*
- Page 2: **What is Fran’s idea for writing?** *They can write about the big ice storm. They can write about the wind and the ice. What idea do Jack and Deena have?* *They can write about how to make cupcakes. What will Jack add to the story?* *He will write about putting in too much milk.*
- Page 3: **What is Vick’s idea?** *He will write about the deer he saw when he was sick. What will Jim do?* *Jim will draw a picture of the deer.*

Story 36 **Who is Wilfred?**



- Page 4: A **“fact”** is something that is true. You need to have many facts in a newspaper story. What facts did the kids mention? *They mentioned who, where, and when.*
- Page 5: **What did the kids do with their teams?** *They added three facts. Name the kinds of the facts in a newspaper story. who, what, where, how, when, why* **Mr. West made a “web” of facts.** Point to the web.
- Page 6: **What did Mr. West do with the sheets?** *He pinned them to the wall/bulletin board. Why did Mr. West yell?*
- Page 7: **What came into the class?** *A big, white dog came into the class. Mr. West asked the dog a lot of questions. What did he want to know? He wanted to know all about the dog. Make a Prediction: What will Mr. West and the children find out about the dog?* Have students support their predictions.
- Page 8: **Why did the children smile?** *Mr. West asked the dog all of the facts for a newspaper story.*
- Page 9: **What is the dog’s name?** *Wilfred* **Why do you think Mrs. White is looking for Wilfred?**
- Page 10: **The children ask Mrs. White lots of questions about Wilfred. Why do they want to know about Wilfred?** *They want to write about the dog Wilfred for the class newspaper.*
- Page 12: **Who does Wilfred belong to?** *Wilfred belongs to Mrs. White’s son. What are the students going to do now that Wilfred and Mrs. White are gone?* *They are going to write about Wilfred.*

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 special project is Mr. West’s class going to work on?** *They are going to make a class newspaper.*
 2. **What facts do the children need for a newspaper story?** *They need who, what, when, where, why, and how.*
 3. **What did the children decide to write about?** *A big white dog wandered into the classroom. They learned about the dog from the principal. They decided to write about the dog.*
- 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 36: *Who is Wilfred?*
- 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.



Metacognitive Strategy:
Read On and Think, Read Again and Think, Finger Detective

Strategy Application

- Remind students that the reading strategies they can use with this story are **Read On and Think**, **Read Again and Think**, as well as **Finger Detective**.
- Remind students to use strategies to help them understand the story better when reading (Read On and Think and Read Again and Think) and when they get to a word they do not know (Finger Detective). Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 36 **Who is Wilfred?**

Partner Reading

Focus on Fluency:
Expression

- **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. **Why were the children in teams?**
 2. **What facts did the children need for a newspaper story?**
 3. **Why did Mr. West make a web?**
 4. **How did Mr. West feel when he saw Wilfred?**
 5. **Why did the children ask Mrs. White about Wilfred?**

Monitor

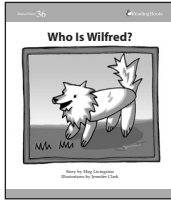
Circulate to monitor partner work.



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 36: *Who is Wilfred?*
- 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, *Who is Wilfred?*, is 52 words correct per minute.**

Partner Word and Sentence Goal:

100% accuracy

Shared Story 36 Goal:

52 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 36 **Who is Wilfred?**



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

Start Reading Olympics Fluency Practice on page 10. The goal is to read 52 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 10 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 52 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

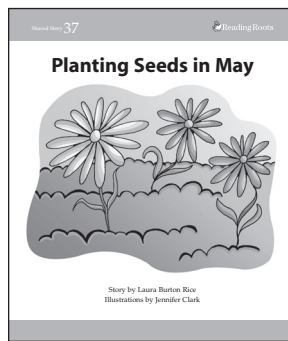
- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved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



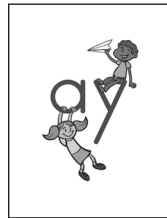
Planting Seeds in May

Laura Burton Rice

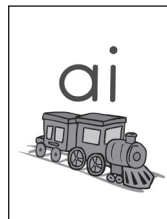
At a Glance



Review Sounds:



/ay/



/ai/

Strategies/Skills:

Previewing

Predicting

Introduction

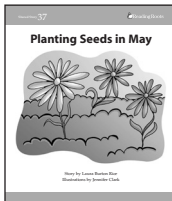
You will need:

- Shared Story 37: *Planting Seeds in May*
- Key cards for “ay,” “ai”
- 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 *Planting Seeds in May*. I see three big flowers on the cover of the book (point). The seeds must be seeds for flowers. Someone must have planted these seeds in May, and then these flowers grew from the seeds.**
- 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 37 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 37, or display the key cards for “ay” and “ai.” Have students review the alliterative phrases and practice the sounds.



Vocabulary Words:

blue jay, garden, raincoat, dirt, grass

Story 37 Planting Seeds in May

Word Presentation



- **Show videos: Finger Detective and Sound It Out—Now let’s practice reading some words.** Show the video segments for Shared Story 37.
- **Introduce Green Words.** Select three to five Green Words to stretch and read with students.
 - Note the special sound of “a” in “away.” Highlight that this word is in a box on the Partner Word and Sentence Reading page to help students remember.
- **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:

blue jay, pail, planting, raincoats, right, sky, stay, while, wings, cloud, May, garden, grow, lay, first, away

Red Words:

eyes, before, flew, over

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.
- 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



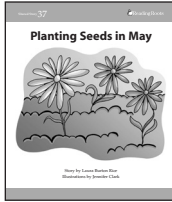
Partner Practice Celebration

- 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 37: *Planting Seeds in May*
- 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 On and Think, Read Again and Think, Finger Detective

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

Story 37 Planting Seeds in May

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.
- Encourage students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages in the Partner Practice lesson. Jelly begins to read the first page in the Partner Practice lesson.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share



- Page 1: **What was Vick doing in the garden?** *Vick was weeding and digging.* Point to the garden. **What was near the pail?** *Seeds were near the pail.* Point to the pail. **What does Fran want to know?** *She wants to know if Vick can play.*
- Page 2: **Why can’t Vick play?** *He wants to plant his seeds before it rains.* **How does Vick know it is going to rain?** *He can see a black cloud.* Point to the cloud.
- Page 3: **What does Fran ask?** *She wants to know if she can help Vick plant.* **What will be Fran’s job?** *She will weed the grass while Vick digs up dirt.*
- Page 4: **What was Trail Cat doing while the kids worked?** *He was lying on the fence watching Fran and Vick.* **What did Trail Cat do then?** *He closed his eyes to take a nap.*

Story 37 **Planting Seeds in May**

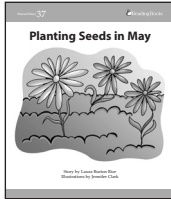
- Page 5: **What did Trail Cat see in the tree?** *Trail Cat saw a big blue jay.* Point to the blue jay. **Why do you think the blue jay is looking at the seeds?** *She wants to eat them. Birds like to eat seeds.* Point to the seeds.
- Page 6: **What did the blue jay try to do?** *She tried to eat the seeds.* **Why couldn't the blue jay eat the seeds?** *Vick scared the bird away.* **Make a Prediction: What will Trail Cat do?** Have students support their predictions.
- Page 7: **Why did Trail Cat jump?** *He wanted to jump in the tree and get the bird.* **What happened to Trail Cat?** *He fell. He landed in the pail, and grass spilled on the seeds.*
- Page 8: **Why were the children mad at Trail Cat?** *He knocked grass on the seeds.* **Where did the cat go?** *He ran up the tree.* **Where did the blue jay go?** *She left for her nest.*
- Page 9: **What did Trail Cat do next?** *He sat in the tree and cleaned his tail.* **Why did Vick hold up his hand?** *He checked to see if it was raining.*
- Page 10: **Why does Vick say that they must finish planting fast?** *If it starts raining hard, they won't be able to plant the seeds.*
- Page 11: **Why does Trail Cat jump out of the tree?** *Cats hate to get wet.* **What does Fran ask?** *"How can we plant the seeds?"*
- Page 12: **How do the children find a solution to their problem?** *They put on their raincoats so they can plant in the rain.*

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 was Vick doing in the garden?** *He was planting seeds.*
 2. **How did Trail Cat cause trouble for Vick and Fran?** *Trail Cat jumped to get a blue jay and spilled the bucket of seeds on the grass.*
 3. **How did Fran and Vick plant the seeds after the rain came?** *They put on their raincoats and kept planting.*
- 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 37: *Planting Seeds in May*
- 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 On and Think,
Read Again and Think,
Finger Detective

- Remind students that the reading strategies they can use with this story are **Read On and Think**, **Read Again and Think**, as well as **Finger Detective**.
- Remind students to use strategies to help them understand the story better when reading (Read On and Think and Read Again and Think) and when they get to a word they do not know (Finger Detective). Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 37 **Planting Seeds in May**

Partner Reading

Focus on Fluency:
Expression

- **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. **Why did Vick need to plant fast?**
 2. **How did Fran help Vick?**
 3. **What did the blue jay do?**
 4. **Why were the children mad at Trail Cat?**
 5. **Why did the children get raincoats?**

Monitor

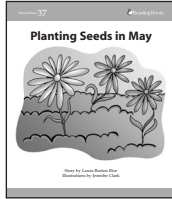
Circulate to monitor partner work.



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 37: *Planting Seeds in May*
- 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, *Planting Seeds in May*, is 54 words correct per minute.**

Partner Word and Sentence Goal:

100% accuracy

Shared Story 37 Goal:

54 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 37 **Planting Seeds in May**



Fluency Practice with the Story

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

Start Reading Olympics Fluency Practice on pages 8 and 9. The goal is to read 54 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 8 and 9 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 54 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>).

