

Shared Reading Plans (Reception)

Text: I'm a Little Chicken

Monday May 8	Tuesday May 9	Wednesday May 10	Thursday May 11	Friday May 12
Teacher introduces text and does the reading	Focus on lines and sentences	Isolating words	Letter, Letter patterns	Perform OR Write
Resources: <i>I'm a Little Chicken</i> poem written on chart paper; pointer; divided image ("before reading" activity) displayed on SmartBoard	Resources: SmartNotebook file for compound word activity and cut-up sentence at the end; poem; lines of the poem written on sentence strips	Resources: Smart Notebook file (for Rhyme Judgment activity); poem; highlighter/marker	Resources: Smart Notebook file (for 'before reading' rhyming activity), poem on chart paper, high frequency words written on individual cards (a, to, at, my (x2), I, it, and); word/picture match for 'after reading' activity	Resources: Hen diagram displayed on SmartBoard, individual copies of hen diagram for students independent writing
<p>Focus: Activating prior knowledge & 1:1 Voice Print Matching (Foundations 4: Reading Concepts)</p> <p>Before:</p> <ul style="list-style-type: none"> - Display the first slide of the Notebook file on the SmartBoard. - Tell students: "Below these rectangles is a picture of what our poem this week is about. Before we read, we'll use the pictures to make a prediction about the topic 	<p>Focus: Match sentences & sight words to printed text (Foundations 3: Concepts of Letter and Word); Identifies two words that make up a compound word (Foundations 2: Using Phonetic Knowledge – Compound Words - Segmenting)</p> <p>Before:</p> <ul style="list-style-type: none"> - Compound Word Segmenting Activity (Separating a compound word into its two root words) 	<p>Focus: Rhyme (Foundations 2: Identifies odd word out in rhyming string)</p> <p>Before:</p> <ul style="list-style-type: none"> - Complete a Complex Rhyme Judgment activity (Circles on SmartBoard) - Say "Our Chicken poem has rhyming words in it. Before we find what words rhyme in the poem, let's practice finding words that rhyme" - Complete Rhyme Judgment activity with 	<p>Focus: Rhyme (Foundations 2: Identifies odd word out in rhyming string); Concepts of Letter & Word (Foundations 3: Matches a small number of sight words e.g., word card to printed text)</p> <p>Before:</p> <ul style="list-style-type: none"> - hen/egg/chick rhyming sort - "Yesterday, we looked at words in our poem that rhymed. Let's practice our rhyming word again today. This time we need to find 	<p>Focus: Independent Writing</p> <p>Before:</p> <ul style="list-style-type: none"> - Talk partners → Talk to your partner about the important words about the chicken lifecycle that we've learned about. - Let students share words back to the class <p>During:</p> <ul style="list-style-type: none"> - "Now that we've talked about the important words, let's use those words in our writing.

<p>of our poem. That's something good readers do before they start reading, they make a prediction, or a guess, about what the text will be about."</p> <p>- Remove one rectangle from the divided image to show a portion of the picture. Have students think about what might be in that picture and why. Talk partners about their thoughts. Two to three students share back to the class.</p> <p>- Remove another rectangle. Repeat process (Think, Pair with talk partners, Share)</p> <p>- Remove third rectangle. Repeat.</p> <p>- Remove fourth rectangle to reveal image.</p> <p>- "Yes, our text this week is all about chicks and chickens!"</p> <p>During:</p> <p>- State lesson objective: "Now that we've made our predictions, we're ready to read. As I read</p>	<p>- Words:</p> <ol style="list-style-type: none"> 1. eggshell 2. popcorn 3. football 4. snowman 5. catfish <p>- Say, "Before we start reading today boys and girls, we're going to look at some special words. These special words are called compound words. Remember, a compound word is bigger word made up of two smaller words. Today, are going to find the two smaller words."</p> <p>- Model using the first slide. Say, "The compound word is 'eggshell'. I need to find the two small words. I have 'sun', 'egg', 'tooth', 'shell'. (Point to each picture). 'Eggshell'...hmmmm...the two small words are 'egg' (drop into column)...'shell' (drop into column).</p> <p>- Slide 2: "Let's try some together now. The compound word is 'popcorn'. What two small words make up 'popcorn'?"</p>	<p>students on SmartBoard. Say: "Today, we're going to find a lot of words that rhyme, but be careful, because not all of the words will rhyme."</p> <p>- Slide 1: "This picture shows hATCH. We're looking for words that rhyme with hATCH. We have 'rAIN', 'dUCK', 'pATCH', 'scrATCH', 'mATCH'." (Repeat naming pictures if necessary.)</p> <p>Whisper to your partner a word that rhymes with hATCH."</p> <p>- After a quick whisper time, select students to come and drag rhyming words into the circle. (If the word rhymes, it will spin, if not, it will bounce back.)</p> <p>- Slide 2: Continue same process as above. Words are: leap → fin, sheep, sleep, cheep, ball</p> <p>- Slide 3: Same process. Words are: crack → tent, snack, fish, black, back</p> <p>- Slide 4: shell → mouse, comb, yell, bell, smell</p>	<p>lots of words that rhyme. We need to find words that rhyme with hEN, EGG, chick."</p> <p>- "Let's see what words we have to select from: sICK, dEN, mEG, pEN, brICK, bEG, lEG, stICK, tEN."</p> <p>- "Let's start by looking for words that rhyme with hEN."</p> <p>- Invite students to come to the board to drag words that rhyme into the blue square. If the word is correct, it will spin, if incorrect, it will bounce back.</p> <p>- Ensure to repeat words often and emphasize end sounds.</p> <p>During:</p> <p>- Remind students where their eyes go when reading and that you want to hear their voice.</p> <p>- Start reading poem together with students as teacher crisply points to each word. Ensure students are saying the word that is being pointed to. If you have time, you</p>	<p>We're going to add labels to our picture of the chicken lifecycle. Let me show you what I want you to do."</p> <p>- "Let's look at this first picture. What word can we use to describe this picture? This is the hen that lays the egg so I want to write the word hen beside the picture. Before I write, let me stretch that word out so I can hear all the sounds. Hen /h/ /e/ /n/. (Now write a letter for each sound.)</p> <p>- Set students up to finish the remaining pictures independently. (You can do a small group as guided writing if the students require additional support.)</p> <p>After:</p> <p>- Author's Chair → Choose about 5 students to hold up their writing and read it to the class</p>
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<p>the poem to you boys and girls, I will point to each word I say because a great reader makes sure they say a word for each word that is written.”</p> <ul style="list-style-type: none"> - Teacher reads the poem aloud, crisply pointing to each word. - Then, engage students in echo reading (teacher reads a line, students read it back) - Complete echo reading multiple times, changing voices for each re-reading <p>After:</p> <ul style="list-style-type: none"> - Comprehension questions: <p>Who is ready to hatch?</p> <p>How does he hatch / get out of the shell?</p> <p>What does he do when he gets out of the shell?</p> <p>Why does he fluff his feathers?</p> <p>After asking each question, give students</p>	<p>(Point and name each of the pictures.) ‘dog’, ‘bow’, ‘corn’, ‘pop’. (Name them again if needed.) Have students talk to a partners about what two words.</p> <p>One student comes to the SmartBoard to drag pictures into place.</p> <ul style="list-style-type: none"> - Continue for the remainder of the slides. <p>During:</p> <ul style="list-style-type: none"> - “Now, let’s get ready to read our poem. I’ll read the poem first.” - Teacher reads poem all the way through, crisply pointing at each word. - “Now I want you to join me and read as much of the poem as you can. Good readers make sure they LOOK at the text because they need to see the words they’re reading. I want to see everybody’s eyes on the text and I want to hear everybody’s voice while we read.” - Students and teacher collaboratively read the text at least once, maybe twice. 	<p>During:</p> <ul style="list-style-type: none"> - “Now let’s get ready to read our poem. I want you to join me today and read as much as you can. After we’re done, we’ll find our rhyming words. Remember, your eyes need to be on the words to be a reader.” - Students and teacher read together. Students join in on the reading as much as they can. (You can read more than once if you need to.) - Return to text to highlight the rhyming words. - Go slowly, re-reading section by section. - Section 1: (<i>I’m a little chicken, ready to hatch. Pecking at my shell, scratch, scratch, scratch</i>). <p>Emphasize the rhyming words while you read these two sentences.</p> <ul style="list-style-type: none"> - Have students whisper to a partner the two words that rhyme. Select a student to say the rhyming words (continue until one of them says the correct 	<p>can read the poem more than once.</p> <ul style="list-style-type: none"> - After reading the poem, tell students they are going on a word hunt. - Show them one of the high frequency word cards (say “This word is ‘a’) and ask students to find that word in the poem (Say: “Who can find that word in our poem?”) Have the student tape the word on top of the word in the poem. - Continue until all high frequency word cards have been matched. - For words that start with the same letter, focus on match the next sound <p>After:</p> <ul style="list-style-type: none"> - Word / picture match - “We just found our sight words in the poem; now let’s try to read some of our bigger words.” - “This picture shows scratch. Who thinks they can find the word ‘scratch’. Let’s listen to the 	
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<p>time to talk to an elbow partner and then have a few students share back to the class.</p>	<p>- “Now let’s do some matching now. Someone has written part of the poem and cut it up into individual sentences. We need to look carefully at the cut up sentence and figure out where to put it in the poem.”</p> <p>- Engage students in analyzing the phrase/sentence on the sentence strip to find the matching line in the written text. When found, tape the sentence strip over top of that line in the poem on chart paper.</p> <p>- Prompt students to examine the beginning words/letters of the sentences and the words/letters that change from the patterned text.</p> <p>- Continue process until all 3 lines.</p> <p>After:</p> <p>- Cut up sentence activity on SmartBoard</p> <p>- “Someone has taken one of our sentences and cut it all up. We need to work together to put the</p>	<p>words). Have the student come to the poem to find the words (highlight or underline)</p> <p>- Continue same process for Section 2 (<i>When I crack it open, out I’ll leap. Fluff out my feathers and cheep, cheep, cheep.</i>)</p> <p>After:</p> <p>- Tell students they’re going to read the text again and whenever they get to a rhyming word, which they’ll know because it’s circled/ highlighted, they can say it louder.</p> <p>- Re-read poem with emphasis of the rhyming words.</p>	<p>sound scratch starts with. /s/ /s/ /s/. What letter is that? Yes, S. Who can find scratch that starts with S?</p> <p>- Have a student drag the word scratch on top of the picture.</p> <p>- Scratch</p> <p>- Feathers</p> <p>- Hatch</p> <p>- Chicken</p>	
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	<p>sentence back in the right order. Remember the size of letter the sentence should start with and we need a special mark to end our sentence.”</p> <ul style="list-style-type: none">- “We want our cut up sentence to say: “I’m a little chicken ready to hatch.”- “Let’s try to put it back together. The first word of the sentence is ‘I’m’. I hear /i/ at the beginning. Who can come find that word and put it at the beginning of our sentence?- Continue a similar process to analyze the beginning sound/letter for each remaining word of the sentence.- Read sentence together. Count the number of words in the sentence.			
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I’m a Little Chicken

I’m a little chicken,
ready to hatch.

Pecking at my shell

scratch, scratch, scratch.

When I crack it open,

out I'll leap.

Fluff up my feathers and

cheep, cheep, cheep!