Kindergarten Trimester 2: Shared Reading
Overarching goals: Successful use of blending skills and immediate reading of high-frequency skills.
Spelling words: know
New Sight words: your, are (doctor*)
Review previous spelling and sight words: says, you, the

Day	Activities	Resources and Materials
Monday **Focus:** find new and known sight words	All scholars should have a copy of the book and should point to each word as they read. Intro: "Today we are reading a book about Sam. There is something wrong with Sam's throat. Let's read to find out what his problem is." Notes: ● Introduce the new sight words **your** and **are**. ○ Tell students that in **your** they can keep the"our" in their hearts. It makes the /ur/ sound. Some people also pronounce it as /or/. ○ Tell students that they have to keep "are" in their hearts and the three letters say /ar/. ● When reading page 4, introduce the word **doctor.** ○ Tell students the word has two syllables, and they can scoop the two parts. Doc-tor. Ask students what two letters say the /er/ sound in doctor. Or! We have to keep that in our hearts. You can have students draw a heart under it. Read the decodable reader for the week with students multiple times as follows: 1. First read: Teacher reads aloud and models. ○ Enjoy the story together. ○ Focus on 1:1 correspondence. One touch = one word. ○ Pause throughout to ask students to count the words on each page. 2. Second read: Echo Read and Word search ○ We are going to go on a word search! We are looking for our new sight word **your** (you can also look for the word doctor if you would like. ○ Students can use their crayons to circle the sight words once they find them. 3. Third read: Word search and Choral Rad	*Decodable Reader:* Sam's Throat Note* Use the copy machine to turn this into a double sided booklet. Crayon for sight word search.

	○ Show students the following sight words on a chart paper. Chorally practice them as a class. ○ Tell students that before they start reading each page, they can look for the sight words on each page. If they find them, they can circle them with a red crayon. Ask students what words they circled. Then, chorally read the page. (Repeat any sentences as necessary) ○ **Sight Words: you, says** ○ **Spelling Words: the, know**	

Kindergarten Shared Reading Week 23

<table>
<tr><th>Day</th><th>Activities</th><th>Resources and Materials</th></tr>
<tr>
<td>Tuesday

Focus:
Find the chunks oa and ow</td>
<td>Intro: “Today, we will read our book about Sam and his sore throat. Make sure you point to each word. Remember, there is a space between each word. Every time we say a word, our fingers move one time. We also need to make sure our eyes are glued to the words on the page. Reading means you are looking at the letters and words very carefully.”

Review the sight words using the flashcards with dots and hearts.

Read the decodable reader for the week with students multiple times as follows:
1. First read: Echo Read
○ Focus on 1:1 correspondence. One touch = one word.
○ Pause throughout to ask students to count the words on each page.
○ Scan to make sure students are return sweeping

2. Second read: Pattern Search and Choral Read
○ Before we read, again we will see if we can find words with our new chunks OA and OW. We need to remember that the chunks OA and OW say the long /Ō/ sound because when two vowels go walking, the first one does the talking, and it says its name!
○ We can circle the chunks to help us remember the sound the two vowels say together.
○ After identifying OA and OW words, have students practice blending them before chorally reading the page.
■ Consider charting the words as follows:
●
<table>
<tr><td>OA</td><td>OW</td></tr>
<tr><td>throat
toast
groans</td><td>show
know</td></tr>
</table>

3. Third read: Choral read
○ The teacher's voice should be the loudest while students are whisper reading.</td>
<td>Decodable Reader:

Sam’s Throat

Blue crayon for students or pencil to circle the chunks ee and ea</td>
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Kindergarten Shared Reading Week 23

Day	Activities	Resources and Materials
Wednesday **Focus:** Practice decoding words.	All scholars should have a copy of the book and should point to each word as they read. Intro: "Today, we will see if we can read our pattern words with **OA and OW chunks** in a snap. **Review pattern words: throat, toast, groans, show, know** **Review sight word: your** Read the decodable reader for the week with students multiple times as follows: 1. First Read: **Choral Read.** ○ When we read words, we can use what we learn about blending sounds, just like we do in word study! Have a student model how to blend a word if the class does not know what it says. It is okay if this first choral read is not as fluent. Prioritize modeling blending each sound together when getting to an unknown word. Focus on **OA** and **OW** words to solidify this rule. You can also **spiral CVCe** and **CVC** words. for students who need additional practice. There are also **other long /Ō/ words** that follow a **O_E and Ō spelling pattern.** ■ Prioritize making sure students can blend the **bold words.** ■ ***ice, you can tell students that the c says the /s/ sound; most students will probably realize the word. In first grade, students will learn that CE says /s/.** ○ p.1 Sam **woke** up. He **felt** weak. ○ p. 2 He had **pain** in his **throat**. ○ p. 3 Sam did not **eat** his **toast**. ○ p.4 Dad says, "You are **hot**! You **need** a doctor." ○ p. 5 The doctor says, "**Show** me your throat." ○ p. 6 "I **know**! You **need** something **cold**!" ○ p.7 Sam **groans**. He is in **pain** and sad. ○ p. 8 Dad and **James** had an ice cream **cone** for Sam! ○ p.9 Sam says, "**This** is the **best ice cream** cone!" ○ p.10 Dad and James **eat** a cold **meal** with Sam. 2. Second read: **Choral Read** ○ The teacher's voice should be the loudest while students are whisper reading. 3. Third read: **Partner Read**	Decodable Reader: Sam's Throat

- Pair up students who are ready to blend sentences on their own or can decode with a partner. **It is okay if students are not reading fluently. We want them to prioritize using their decoding strategies.**
- Keep a small group that needs additional support on the rug and help them blend individual words as needed. You could have them do the first read again but with more guided support.
- Students should take turns reading the same page or alternate reading a page.
- **Notes:**
  - **If students finish reading early, tell them that good readers read again to get better at reading. We want to be first-grade ready!**
  - **You can also have students find other words that make the long /Ō/ sound: woke, cold, cone**

Partner A	Partner B

Students reading with teacher

Kindergarten Shared Reading Week 23

Day	Activities	Resources and Materials
Thursday **Focus on sight words and questions**	All scholars should have a copy of the book and should point to each word as they read. Today, we are going to read our story again. This time, we will see if we can read more words independently. Review the sight words, but use the cards without the dots and hearts. Read the decodable reader for the week with students multiple times as follows: 1. First read: **Whisper read to self** ○ Have students whisper and read the book to themselves. We don't expect 100% accuracy but want to allow them to read a text they are familiar with. ○ Circulate and take note of which words are more difficult or they could use whole class practice blending together. 2. Second read: **Choral Read** Ask students the following questions: Q: How did Sam feel when he woke up? / A: He felt weak and had pain in his throat. Q: Why does Dad say "We should go to the doctor"? / A: Because Sam is hot. Q: What does the doctor want to do to make Sam feel better? / A: She says he needs something cold for his throat! Q: Why does Sam groan? / A: His throat hurts. Q: What do Dad and James bring Sam when he wakes up? / A: Ice cream. Q: What cold meal do they eat together? *A: ice cream!* 3. Third read: **Word Search** ○ Give students the opportunity to read the story independently. Have students look for their sight words and pattern words. They can write them on their slates.	Decodable Reader: Sam's Throat flash cards

Kindergarten Shared Reading Week 23

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1. Review the spelling words and sight word flash cards below.
2. First Read: (Choral read) Teacher voice is the loudest and students are whispering.
3. Second Read: (partner read):
○ Create partnerships where a stronger reader is partnered with a reader who might need some more support.
○ Emergent readers or readers who are working on concepts of print (ie. 1:1 correlation) should work in a small group with a teacher.
○ Students should take turns reading the same page or alternate reading a page.
○ If partners finish reading the book at least twice they may use their slates to find their sight words and pattern words and practice spelling them on slates. As a challenge they could practice using the spelling words in a sentence.
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<tr><th>Partner A</th><th>Partner B</th></tr>
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4. Third Read: (student-led read) Invite students to read the decodable reader to you (only provide your voice as needed) as they practice reading smoothly and with expression.
○ They can go up to the front of the class to read and project their book.
○ The rest of the class should quietly point and read along by pointing to each word.
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Decodable Reader:

Sam’s Throat
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<tr><th>Students Reading with Teacher</th></tr>
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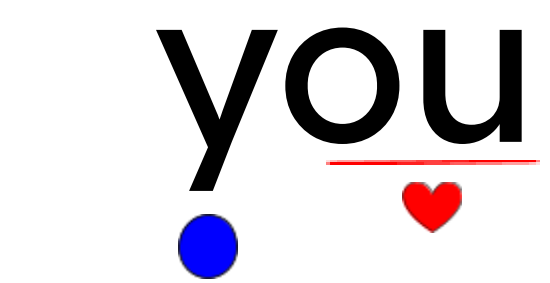
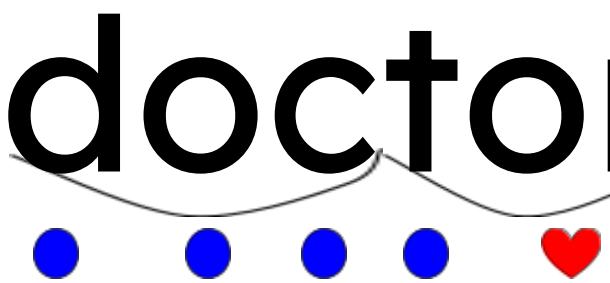
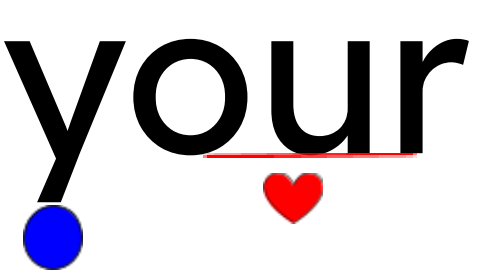
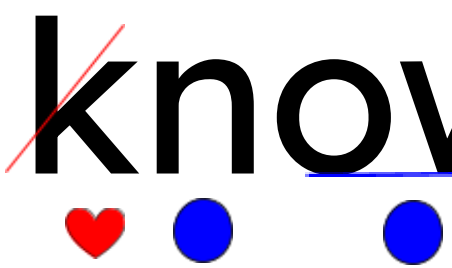
Optional Extensions	● Create a scavenger hunt! Have students think of the pattern they learned for the week and see where that pattern shows up around the house, in other books, and in spoken language. ● Websites for additional practice: ○ **RESOURCE** Play LongandShortVowelsFREE-1 (1).pdf ■ Long vowel practice for centers or to do as a class if you have extra time after shared reading

 you	are
 doctor	 your
says	 know

you	are
doctor	your
says	know

You can print this on card stock and cut out the flashcards so they are easy to repeatedly use.