

Shared Reading

Revolutionize Whole-Class Literacy with Shared Reading

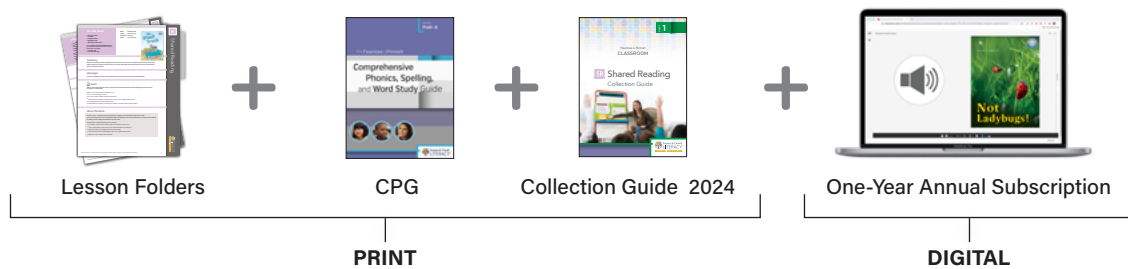
Boost literacy skills and student engagement through whole class reading experiences that include daily opportunities for integrated phonics practice. Strengthen students' reading foundations with expertly crafted original texts tailored for shared reading—a proven practice for enhancing essential reading skills.

Shared Reading Features

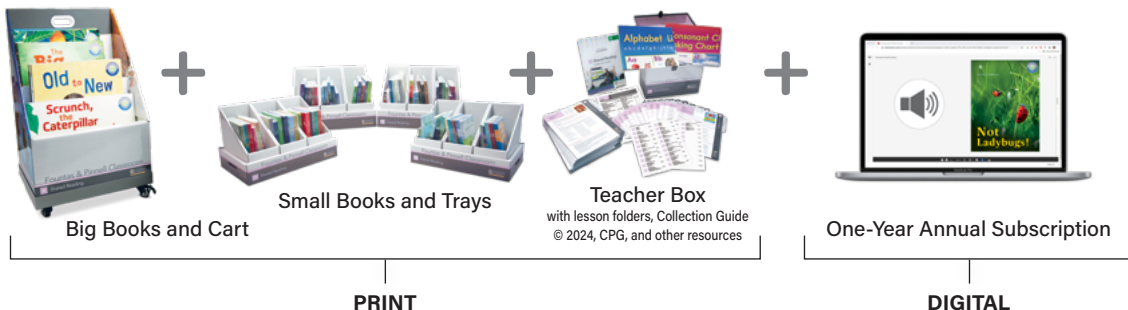
- › A 180-Day Instructional Plan for easy teaching
- › Foundational skills practice in every lesson
- › Effective instructional routines
- › Collaborative, inquiry-based learning that increases comprehension, fluency, vocabulary, and background knowledge
- › High-quality, engaging BIG books
- › Digital phonics activities and audio books

Ways to Purchase

Existing Customers



New Customers



The first page of every lesson gets the teacher prepared for successful teaching.

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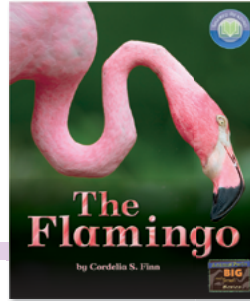
Shared Reading

Materials needed are outlined for ready teaching.

You Will Need

- *The Flamingo*
- a pointer
- chart paper and marker
- magnetic letters

Book *The Flamingo*
Author Cordelia S. Finn
Genre Nonfiction/Expository
Series Animal Parts Big and Small Series
Grade 1



Summary

The flamingo is pink. It has a pink head, neck, feathers, legs, and feet. It has pink and black wings and yellow eyes. The baby chicks are white.

Messages

All living things have parts we can identify and describe. Animals and people have some of the same body parts.

Lesson goals are identified for each lesson. Teachers have the opportunity to tailor goals as needed with *The Literacy Continuum*.

Goals

Think about the reading behaviors and understandings your children control. Select goals that will develop their abilities to think like readers as they process a text. Refer to *The Fountas & Pinnell Literacy Continuum* [see the Shared and Performance Reading section and also pertinent levels in the Guided Reading section].

Early Literacy Behaviors

- Use features of print to track words.
- Follow the teacher's pointer with the eyes (left to right and using return sweep).

Searching, Monitoring, Correcting Behaviors

- Use information in photographs and labels to extend meaning.

Fluent Reading

- Use phrasing, pausing, and word stress with intonation when reading in unison.

Vocabulary and Language Development

- Use contextual information to understand the meanings of words.

Phonological Awareness/Phonics/Word Study

- Recognize and use plurals that add -s.
- Recognize and use high-frequency words: e.g., *the, it, and*.

Comprehension: Talking and Writing About Reading

- Understand a simple theme in a text.
- Discuss the various ways information is presented and how each helps the reader.
- Share opinions about photographs.

A Phonological Awareness/Word Study goal is included in every lesson and features examples from the text.

Important information is provided about the book to support teacher understanding and preparation.

About This Book

GENRE FOCUS This expository nonfiction text provides simple factual information about the flamingo's body parts. The book uses rich, labeled photos to illustrate each fact introduced.

HOW THE BOOK WORKS Following a consistent format, the book introduces a body part on each left-hand page and then labels that body part in the repeated photo on the right-hand page.

IMPORTANT CHARACTERISTICS TO NOTICE

- Content that focuses on a single topic with one new idea on each two-page spread
- Close-up photos of body parts alternate with full body photos to enhance understanding
- A repeating sidebar photo with labels added as new body parts are introduced
- Bold print used for emphasis of key words (*head, neck, feathers, wings, legs, eyes, feet, chick*)



Begin each lesson with a Word Study Warm-up. Get students ready to think about sounds, letters, and words as they read the text.

Modify teaching as needed with suggestions for supporting English language learners.

Warm-Up: Word Study

Help children prepare to work with words in the text.

- Tell children you are going to teach them how to build words by thinking about word parts. Build the word *leg*. Read the word with me: *leg*. I'm going to add a word part. Add -s and read the word: *legs*. Point out that the -s stands for the sound /z/ in *legs*. What other words can you think of with -s at the end? ■ Build the plurals and read them with children. What meaning does -s add to the base words? ■ Adding the word part -s to some words makes them plural. The -s means "more than one." The word *legs* means "more than one leg."

Build background knowledge, engage children in deep thinking, and discuss important text elements before reading.

Supporting English Learners
Support children's understanding of key concepts.

- Practice saying the word *flamingo*, (derived from the Spanish language, and Latin, meaning "flame" for its color).
- As you read, help children identify the color and body features. Provide vocabulary as needed.

Introduce the Text

Your goal is to engage the children's thinking and interest in the text before you begin reading it. The following is an example of one way to briefly introduce the book. If you have read other books in the series, incorporate connections to those titles as you introduce the text. The introduction should be interactive and should allow time for children to respond (indicated by ●).

- Today I'm going to share a new book with you titled *The Flamingo*. The author is Cordelia S. Finn. A flamingo is a type of bird. Let's say flamingo. Let's clap it.
- Point out one or more high-frequency words from the book. This is the word and. Read it with me. You'll see it several times in this book.
- Have you ever seen a flamingo? ● What can you tell about flamingos from looking at the cover of the book?
- Let's read the information about flamingos on the back of the book. It sounds like this book is nonfiction. What else do you think we'll learn? ● Listen as I read and we will find out.

Purposeful prompts are provided throughout each lesson for easy teaching.

The first reading is exciting for students. Students make predictions, learn from and discuss the text, and notice important details with suggested prompts.

Supporting English Learners
Help children understand the text.

- Help children recognize the repetitive sentence structure.
- Choral read key vocabulary for parts of the flamingo. Have children repeat, and identify the part on their own body (*head, neck, legs, feet, eyes*).

First Reading

The teacher reads the whole book to children. Emphasize the words in bold as you read, pointing crisply under each word. Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome the children's spontaneous responses.

- Title page: (after reading) What do you see here? ● So you already know that the flamingo's feet are pink. I wonder what other body parts we will see and whether they will all be pink.
- Page 5: (after reading) Point to the bold word and label for neck as you say: Have you noticed how the author is helping you learn more about the flamingo? The name of the body part is darker, or bold, which tells us it is important. The word is also labeled on the photograph, so we can see exactly where the body part is on the flamingo and what it looks like.
- Page 7 (after reading) What body parts have you seen so far? Put your finger under the words as we read the labels. [head, neck, and feathers; children may also include feet from the title page.] They are all pink.
- Page 16: (after reading) Did you know flamingo chicks were white? What are you wondering about these chicks?

Take learning further during the second reading. As the students read the text aloud with you, suggested prompts deepen understanding for all students.

Second Reading

Now invite children to read the text with you. Ask open-ended and "why" questions. Stop once or twice on this or subsequent readings, choosing from these suggestions. Your goal is for children to enjoy reading the text with minimal interruptions.

- Page 2: (before reading) Remember, when we get to the word in bold print, you will read along with me. Then we will read the label on the photograph.
- Page 6: (after reading) Each time the author introduces a part, there is a close-up photo of that body part. Then, on the next page there's a photo of the whole flamingo. This way you see the body part up close and as part of the whole flamingo. How does that help you understand the information?
- Page 14: (after reading) Look how thin the flamingo's legs are. Why do you think its feet are so wide?
- Page 16: (after reading) We were wondering how a pink flamingo could start out as a white chick. The author has given us information about that. Read the "Fantastic Flamingos" note on the inside back cover.

After reading, ensure understanding and comprehending with a whole-group discussion.

Discuss the Text

Invite children to talk about the book. Some questions and prompts are suggested.

Within the Text

- *Flamingos are beautiful, aren't they? What parts of a flamingo are pink?* (head, neck, feathers, wings, legs, feet)
- *What makes a flamingo pink?* (the food it eats)

Beyond the Text

- *What body parts do both flamingos and people have?* (head, neck, eyes, feet) *How are flamingo parts different from people's parts?*
- *What do you think the author wanted you to think about as you read this book?* (Flamingo's body parts, their comparison to other animals, and how they are special.)

About the Text

- *Let's look back through some of the pages in the book. What are some things the writer did to help you learn about the flamingo?* (important words in bold, labeled photographs, close-up and far-away photographs)
- *How do the photos with labels help you learn about the body parts of the flamingo?*
- *How do you think the writer feels about flamingos?* (She admires them and likes to tell people about them.)

Supporting English Learners
Support children's participation in discussion.

- Provide support as children compare a flamingo to other animals they know.
- Provide language support as children discuss. Offer oral sentence frames, such as *The flamingo has a long _____. It has (a) pink _____.*

The Flamingo

Utilize the enlarged text for explicit foundational skills teaching.

Reread the Text with Explicit Teaching

Reread the book several times over a few days to increase participation and attention to details of the print.

- Divide the class into two groups and have the groups alternate reading the left-hand pages with you. Group one reads page 2, group two reads page 4, etc.

Each time you reread, choose among the following teaching opportunities as appropriate to children's needs.

Phonics/Word Study Teaching Opportunities (During/After Reading)

- *Look at page 8. What flamingo body part does the text describe? • Now listen to the word as I read it: wings. Remind children how they build words by thinking about word parts and their meaning. Let's build the word wings using magnetic letters.*
- **Instructional Routine: Build It**
 1. Build the word *wing*. Read the word aloud. Explain that the letters *ng* together stand for the sound /ng/. Have children read the word.
 2. Add *-s*. Read the word *wings* with children.
 3. *What other flamingo body parts did we read about with -s at the end?* • Build the words and guide children to read them.
 4. Ask children to share what meaning the *-s* adds to the base words. • *We add -s to some words to make them mean "more than one."*
- **Dictate-Write-Read:** Say the sentence *It has legs*. Repeat the sentence one word at a time as children write it on paper and read it aloud.

Additional Teaching Opportunities (During/After Reading)

- **Point to a label and say:** *The author uses labels like this one to help you understand more about the flamingo's body parts. This is a feature you see a lot in nonfiction books. Stopping and looking at the labels will help you understand more about the information the author is sharing. Let's look at a few labels and talk about how they help us understand the information.*
- Point to one of the body parts in bold print. *When you see a word in bold or dark print, read it like this.* Model reading a sentence with emphasis on the bold words. Then have children repeat.

Regular opportunities to apply phonics and foundational skills help learning stick for students.

15 Instructional Routines offer familiar, confident teaching and learning.

The Comprehensive Phonics, Spelling, and Word Study Guide is included as a foundational skills teaching companion.

For more information about concepts presented in this lesson, see Word Structure 28 and High-Frequency Words row 5 in the Comprehensive Phonics, Spelling, and Word Study Guide.

To give children the opportunity to practice a phonics skill aligned to this Shared Reading book, assign the independent phonics activity in FPLD.

Digital phonics activities are provided for more student practice.

The Flamingo

Supporting English Learners

Support children in the interactive writing activity.

- Before they write or draw, have children share ideas with a partner.
- Ask children to orally name the parts and colors of a flamingo and the colors of its young and its eyes. Provide oral sentence frames as needed.

Students reinforce learning with impactful, **related** writing opportunities.

Respond to the Meaning of the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

Interactive Writing Talk about what children learned about flamingos from the book. Write sentences as children share interesting facts they learned. Invite volunteers to write high-frequency words, the word *pink*, and any body part words they know. Using a pointer, reread the writing with children to check the meaning. If there is time, invite children to illustrate the writing.

Art Invite children to draw an imaginary animal with the same body parts as the flamingo—head, neck, feathers, wings, legs, eyes, and feet—but in different shapes, sizes, and colors. Have children name their imaginary animals and share them with the class.



Independent Reading

Give children the opportunity to read the text independently or with a partner using the big book or small book version. Remind children to recall what they know about letters and sounds if they encounter an unknown word.

- Children can reread the big book with a partner using a pointer. Have one child read the text while the other child points at the body part being described.
- Have children read the small book to a partner, taking turns reading pages or the whole book.
- Let children borrow the small book to take home and/or keep one copy in the classroom browsing box.

6 small copies of each big book are provided for independent re-reading.

Audio books are also available!

Expand upon the learnings of today's lesson with these book recommendations.

Connect to Other Books

You may want to take the opportunity to expand children's knowledge of the topic, form, or genre using these texts from the *Fountas & Pinnell Classroom Shared Reading* collection.

- Share other books from the Animal Parts Big and Small series, such as *The Giraffe*, *The Elephant*, and *The Hippo*.
- Children interested in other types of texts about animals might enjoy the poems about animals in the collection *Run, Jump, Swim*.

Assessment guides the teacher to confirm student understanding of the lesson.

Assessment

Think about the goals of the lesson and the behavioral evidence you observed. Observe to find evidence that children can:

- Join in on reading with accuracy and enjoyment.
- Understand and discuss new information about flamingos.
- Use labeled photos to extend understanding of the main text.
- Recognize and reflect bold print with the voice while reading aloud.
- Recognize and use plurals that add -s.

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