Engage Students and Build Critical Reading Skills with Shared Reading

A Whole-Group Literacy Solution
Transform Your Classroom and Empower Your Students

What is Shared Reading?

During shared reading, you and your students read aloud an enlarged version of an engaging text that provides opportunities for your students to expand their reading competencies. The text chosen is purposely too difficult for most, or all, of the children in the class to read independently. Shared reading encourages readers to step-up together into more challenging texts.

This whole-group reading experience provides many opportunities to read and revisit a text with purpose and intention. Students discuss and make predictions, think about the meaning, answer purposeful prompts, and notice and practice phonics and foundational skills.

Shared Reading Lesson Structure

1. **Warm-Up: Word Study**
   Get students ready to think about sounds, letters, and words as they read the text.

2. **Introduce the Text**
   Build background knowledge, engage students in deep thinking, and discuss important text elements before reading.

3. **First Reading**
   Students make predictions, learn from and discuss the text, and notice important details with suggested prompts.

4. **Second Reading**
   Take learning further. As students read the text along with the teacher, suggested prompts deepen understanding for all students.

5. **Discuss the Text**
   After reading, ensure understanding and comprehending with a whole-group discussion.

6. **Reread the Text with Explicit Teaching**
   Utilize the enlarged text for explicit foundational skills teaching. Leaning on 15 instructional routines, students apply phonics and foundational skills to help learning stick.
Boost Comprehension, Fluency, Vocabulary, and Foundational Skills

Shared Reading...

- Provides enjoyable, successful experiences with print for all students
- Promotes the development of all aspects of the reading process
- Offers another opportunity for students to practice and reinforce phonics and foundational skills learning
- Builds language skills and enhances vocabulary
- Provides opportunities to engage in expressive, meaningful, fluent reading
- Develops understanding of various types of texts, formats, and language structures
- Creates a community of readers
- Provides an extremely engaging whole-group reading experience for students
The Difference of Utilizing Enlarged Texts

By employing enlarged shared reading texts during whole-group read alouds, educators can create a more inclusive, interactive, and engaging learning environment, ultimately enhancing students’ reading skills and fostering a love for reading.

Visibility
Larger texts ensure that all students can see the content clearly, promoting engagement and participation among the entire group.

Collaborative Learning
The larger format allows students to actively engage with the text, following along, pointing out words, and discussing content collaboratively.

Modeling
Enlarged texts make it easier for the teacher to model reading behaviors, fluency, and comprehension strategies, setting a positive example for students.

Focus on Text Features
Students can better analyze text features like illustrations, headings, and punctuation, enhancing their understanding of the overall structure and meaning.

Support for Emergent Readers
Enlarged texts assist emergent readers by providing a supportive and inclusive learning environment.

Shared Experience
A larger text promotes a shared reading experience, fostering a sense of community and encouraging peer interaction.

Language Development
Students can observe how language is used in context, improving their vocabulary, syntax, and comprehension skills.
Here’s what educators are saying...

“Having a program that is mapped out and has the book and all the pieces at this stage is such a beautiful thing because we [elementary teachers] have so much to plan.”

“Teachers felt like it made their lives easier.”

“Children’s spelling, looking at word meaning and decoding, it’s just been phenomenal what they are picking up on.”

“Students are upset if you don’t finish the book.”

“The shared reading books are my favorite, and I like the activities that go with it. I feel like they’re very differentiated. Those books are my favorite part of the whole kit.”
What can Shared Reading, Second Edition offer your classroom?

Less Time Planning, More Time Teaching
Experience a systematic 180-day suggested instructional plan that simplifies planning and increases confidence. Elevate teachers’ expertise and responsiveness throughout the year with guidance that takes the guesswork out of what to teach and when to teach it.

Foundational Skills Practice in Every Lesson
In grades K–3, Shared Reading offers a scope and sequence for daily phonics practice with high-quality texts. Research demonstrates that consistent, authentic skill application ensures lasting learning. Shared reading experiences are essential for fostering growth as students read and discuss texts together.

Instructional Routines Designed for Teachers and Students
Embedded instructional routines in grades K–3 offer structured opportunities for students to apply their foundational skills, developed through a systematic phonics program. These instructional routines build student familiarity and ensure smooth instructional transitions for teachers.
Comprehensive Literacy Instruction
Reading development requires a comprehensive approach to literacy instruction. Shared Reading supports this through instruction and practice in areas like word recognition, fluency, vocabulary development, and more.

Beautiful, Diverse Texts
Shared Reading features captivating original big books and corresponding student versions that span diverse genres, topics, and themes. These exclusive titles—also available in audiobook format—support students’ meaning making, spark their reading joy, and help teach crucial concepts about print.

The Power of Collaborative Learning
Shared Reading helps students develop comprehension skills, vocabulary, and fluency through collaborative learning experiences. This engaging approach cultivates a love for reading and promotes in-depth understanding of diverse texts.
The most engaging, diverse, and exciting books for all students

Books are offered in print, audio, and eBook formats!

“Woof, woof,” barked Rex.
“Come and help, Rex!” called Mom.

So Rex pushed Gus.
Gus pushed Mom.
Mom pushed Dad.
Dad pushed the truck.
Two wheels rolled a little bit.
But the truck was still stuck.

“Scream for Ice Cream”
“Molly’s Leash”
“Light My Way Home”

“Far Above Earth”
“Antonio and the Firefly”

Animals with Jobs

“¡Las catarinas, no!”

Los insectos tienen varias patas. Todos nacen de huevecillos.
¡También las catarinas!

Pero los catarines son diferentes de otros insectos.
Prep, teach, learn—from anywhere with Digital

Easily plan for your lessons on-the-go, assign books to students, and lean on the audio books, eBooks and phonics activities to integrate as a part of your literacy learning stations.

Audio & eBooks
Diverse, engaging audio accompanies every eBook for usage in the Listening Center of the classroom. Readers are able to listen and flip through the eBook independently.

Digital Phonics Activities
Take foundational skills learning further—and make learning stick for students with additional practice. Digital activities are available to reinforce learning. Utilize these activities for after-school learning, or use them as a part of your phonics station.

Student Rostering
Roster your students and assign books and activities to specific groups.

Professional Development Videos
Teach lessons with confidence due to the detailed overview of each instructional routine.
Components

**Fountas & Pinnell Classroom™ Shared Reading Collection Guide**

A brief guide that provides an overview of the components and implementation of the FPC Shared Reading Collection.

**Shared Reading Books**

1 copy of the big book and 6 copies of each accompanying small book

An exquisite collection of original titles that nurture students’ ability to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how print works.

**Shared Reading Lesson Folders**

A lesson older per shared reading title to support teachers in providing high-quality, cutting-edge lessons that boost, engage, and extend students’ reading, writing, and language skills.

**Shared Reading Digital**

- Student-facing platform
- Lessons and resources
- eBooks
- Audiobook listening library
- Phonics activities
- Professional development video library

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**Books and Lessons Per Grade Level**

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<thead>
<tr>
<th>Grade</th>
<th>Books and Lessons</th>
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<tbody>
<tr>
<td>Grade K</td>
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<tr>
<td>Grade 2</td>
<td>30 books and lessons</td>
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<td>Grade 3</td>
<td>30 books and lessons</td>
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*First edition available for grades PreK and 4, and Spanish PreK-2*
You Will Need
• Night of the Ghost Crabs
• a pointer
• chart paper and marker

Summary
Ghost crabs hide in holes in the sand during the day. At night, the crabs come out to look for food. They skitter across the sand. They watch for hungry raccoons. They feed on tiny sea creatures in the seaweed. At dawn, when hungry birds wake up, the crabs hide again.

Messages
Living things have skills and behaviors that help them survive.

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].

Searching, Monitoring, Correcting Behaviors
• Search for information in nonfiction text features: drawing, photograph, diagram, heading, and sidebar.

Fluent Reading
• Use line breaks to guide phrasing when reading.

Vocabulary and Language Development
• Use contextual information to extend the meaning of new words: burrow, skitter, clump, muck.

Phonics/Word Study
• Recognize and use consonant letters that represent no sound.
• Recognize and use high-frequency words: e.g., live, because, little.

Comprehension: Talking and Writing About Reading
• Infer important ideas about ghost crabs from reading a narrative nonfiction text.
• Use some academic language to talk about book and print features: drawing, diagram, illustration.
• Represent a sequence of events from the text through writing.
• Demonstrate an understanding of how the text is organized (time order) through writing.

About This Book

GENRE FOCUS This narrative nonfiction text details the sequence of events in the nightly life of ghost crabs. It tells real facts about ghost crabs in the structure of a story about one day and night.

HOW THE BOOK WORKS The book uses a circular narrative structure to tell about the sequence of events. Sidebars provide additional facts about the crabs. Colored print focuses on action verbs.

IMPORTANT CHARACTERISTICS TO NOTICE
• Close-up, detailed photographs
• Sidebars with additional facts
• Diagram, illustrations, headings, chart, and inset photographs with labels
• Colored print that draws attention to action verbs and repetition
• Circular structure that goes from day to night and back to day
• Time order words and phrases
Warm-Up: Phonics
Help children think about how sounds, letters, and words work using examples of words in the text.
- Write the word ghost on a whiteboard or chart paper. Read the word aloud.
- What do you notice about the letters and sounds at the beginning of ghost? • The word ghost begins with the letters g and h, but the first sound is /g/. The h is silent.
- Repeat with the words comb and know, drawing attention to the silent letters b and k.

Introduce the Text
Your goal is to engage the children’s thinking and interest in the text before you begin reading. Following is an example of one way to briefly introduce the book. The introduction should be informal and should allow time for children to respond (indicated by •).
- I’m going to read Night of the Ghost Crabs to you.
- Point out one or more high-frequency words from the book. This is the word little. Read it with me. You’ll see it several times in this book.
- Do you think ghost crabs are going to be scary? What do you notice? • Can you guess where these crabs live?
- Read the back cover. These crabs come out at night. Listen as I read about the ghost crabs and what they do.

First Reading
The teacher reads the whole book to the children. Use a slightly different tone and pace to switch between the main text and sidebars. Place the pointer at the beginning of each line (or as appropriate, read without pointing). 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.
- Pages 2–3: [after reading] See in the little pictures how the crab’s burrow, its hole, is down under the sand? What are these little holes in the big picture? (the openings to lots of burrows)
- Pages 6–7: [after reading] The crabs have to be patient, don’t they? They have to wait until the birds have gone to sleep. Only then is it safe for the crabs to come out.
- Pages 10–11: [after reading] Skitter is a good word to describe how crabs move. It means to move lightly and quickly.
- Pages 14–15: [after reading] A clump is a bunch, and muck is a mess. And crabs love it!
- Page 16: [after reading] A crab’s day is our night! That’s the best way for crabs to survive.

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 the reading of the text with minimal interruptions.
- Page 2: [before reading] Listen for the words the writer uses to tell about the time of day. Put your thumb up [any silent signal] when you hear words that tell what part of the day it is.
- Page 6: [after reading] Notice that the bold, blue sentences follow the same pattern every time: [Verb], little crabs, [Verb].
- Page 11: [after reading] This chart in the sidebar shows how many different foods they eat.
- Page 16: [after reading] And now it is morning again! We have read about the crabs’ entire day and night. They hide during the day and come out to eat at night. Read the Author’s Note. Each part of a food chain is important, isn’t it? What would happen if there were no crabs?
Shared Reading, Second Edition Lesson Walkthrough

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

Within the Text
- Let’s talk about the book. Tell what you learned about ghost crabs. (Ghost crabs live near the ocean. Ghost crabs hide during the day in their burrows in the sand. They come out at night to eat, after most of the birds that eat them have gone to sleep.)
- What do ghost crabs eat? (They eat plants, bugs, and sea creatures.)

Beyond the Text
- Talk about ghost crabs and the beach food chain. (Without ghost crabs, the beach food chain would not be complete. The birds and raccoons need the crabs for food. The crabs eat pesky sand fleas.)
- The ghost crabs have to be careful, don’t they? Why do the ghost crabs have to be careful even at night? (Other animals that are out at night also want to eat them.)
- Ghost crab is an unusual name! Why do you think they are called ghost crabs? (They are called ghost crabs because you can see them only at night when it is dark.)

About the Text
- Let’s look back through the book. In what ways does the author give “extra” information in the book? (She includes the “Crabby Facts.” The small pictures and diagrams have labels to help us understand the information.)
- What do the words in blue type tell about? (How the crabs move, what they do.) How do the crabs move? (They skitter and scatter. They peak. They hide.)
- How is the book like a circle? (It starts during the day when the crabs are hiding. Then it goes through the night when the crabs are out. It ends when it is day again.)

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.
- Have children read all the main text plus any labels while you read the “Crabby Facts.”
- Divide children into two groups. Have one group read the main text and one group read the “Crabby Facts.”

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

Phonics/Word Study Teaching Opportunities (During/After Reading)
- What do the ghost crabs do on page 147? *They climb into the muck and feast.* Now I am going to teach you how to sound out a word.
- Instructional Routine: Sound It Out
  1. Write the word climb on a chart. Cover the word.
  2. Uncover each letter or letters that stand for a sound, moving left to right. Have children say the sound the letter or letters represent. Have them blend sounds as you run your finger under the letters. The word climb has five letters but four sounds: /k/, /l/, /e/. The b is silent.
  3. Have children blend the sounds again as you run your finger under the letters. Then point under the word and have children read it.
  4. Have children read the word climb in context.
- You may wish to guide children to decode other words with silent letters, such as wrong, write, lamb, and call.
- Dictate-Write-Read: Say the sentence “The crabs climb into the muck.” Ask children to say the sentence. As you dictate one word at a time, have children write the sentence, reread it, and illustrate it if time allows.

Additional Teaching Opportunities (During/After Reading)
- On one reread, attend closely to phrasing in fluent reading. Note how the line breaks help you read in phrases on page 4 and page 8.
- Have children imitate the drumming movements on pages 8 and 9. Ask why they think the crabs might drum. (This is how they communicate with each other.)

Utilize the enlarged text for explicit foundational skills teaching.

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

Digital phonics activities are provided for more student practice.

Regular opportunities to apply phonics and foundational skills help learning stick for students.
Night of the Ghost Crabs

Respond to the Meaning of the Text

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

Shared Writing
Talk with children about a ghost crab’s day and night. Reread and highlight the time order words and phrases during the day, when the sun sets, when it gets dark, and at dawn. On chart paper draw a cycle sequence chart. Write each phrase at the top of a box. Work with children to write a sentence or two about what crabs do at each time. Children who are ready to write independently can add to the chart.

Drama
Act out the book. Split the class into four groups. Have one group read the main text, one group read the colored text, one group read the “Crabby Facts,” and one group act out the crabs’ movement and other animals’ actions (heron, raccoon).

Art
Have children use information from the book to draw a ghost crab in its habitat. Tell them to include food for the crab and at least one predator. Have children label all the parts of the drawing.

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.

- Have a group of children listen to the text at the listening center, following along in the small book version.
- Using a pointer, children can reread the big book with a partner.
- Let children borrow a copy of the book to take home and/or keep one copy in the classroom library.

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.

- Read other nonfiction texts about animals, such as The Amazing Seahorse, Busy Beavers, or Eagles in the Nest.

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

- understand the circular nature of the text.
- share details about the ghost crab and its behavior.
- recognize time-order words and structure.
- use punctuation and line breaks to read with fluent phrasing.
- use consonant letters that represent no sound.
Additional Shared Reading Options

Bring the joy of shared reading to your PreK and Grade 4 classrooms—also offered in Spanish for grades PreK-2!

Shared Reading, 1st Edition
Grades: PreK & 4

Shared Reading Spanish, 1st Edition
Grades: PreK-2
Cohesive resources for responsive teaching

*Fountas & Pinnell Classroom™* offers a cohesive literacy system for all students in prekindergarten through grade 6 based on responsive teaching using an inquiry-rich, multi-text approach to literacy instruction. Each context plays an essential role that contributes in different but complementary ways to every student’s development as a reader, writer, and language user.

**Whole-Group Teaching**

**Interactive Read-Aloud (PreK-6)**
A whole-class activity in which you select a book to read aloud to your class, engaging children in authentic discussion about the text. Books are organized into text sets that spark inquiry-based learning.

**Shared Reading (PreK-4)**
A whole-group reading experience that utilizes enlarged texts for impactful literacy learning. Shared reading enhances students’ comprehension, fluency, and vocabulary in an engaging, inclusive learning environment.

**Phonics, Spelling, and Work Study (PreK-6)**
Explicit phonics lessons for whole-group instruction that help children attend to, learn about, and efficiently use sounds, letters, and words.

**Reading Minilessons (K-6)**
Brief, concise, purposeful lessons with a practical application in a specific area of literacy. Each minilesson engages children in inquiry that leads to the discovery and understanding of a general principle.

**Writing Minilessons (PreK-6)**
Brief, focused, explicit lessons that help children understand the characteristics of effective writing and nurture their ability to write with purpose, imagination, and voice.
Small-Group Teaching

**Guided Reading (K-6)**
Small group instruction in which children read a challenging text at their instructional reading level as you teach, prompt, or reinforce effective reading behaviors, providing children an opportunity to apply what they have learned how to do as readers.

**Book Clubs (K-6)**
Small group activity in which children choose a book to read from a thematic text set and then come together for a discussion that expands their thinking about texts.

Independent Learning

**Independent Reading (K-6)**
Children read texts of their choice independently, allowing them to enjoy books, practice the reading process, and share their thinking about the books they are reading.

Resources for Educators

**Professional Development**
Transformative professional learning underpins Fountas & Pinnell Classroom™—essential instructional tools, practical professional books, motivational professional learning opportunities, and insightful assessment—for high-impact literacy teaching.