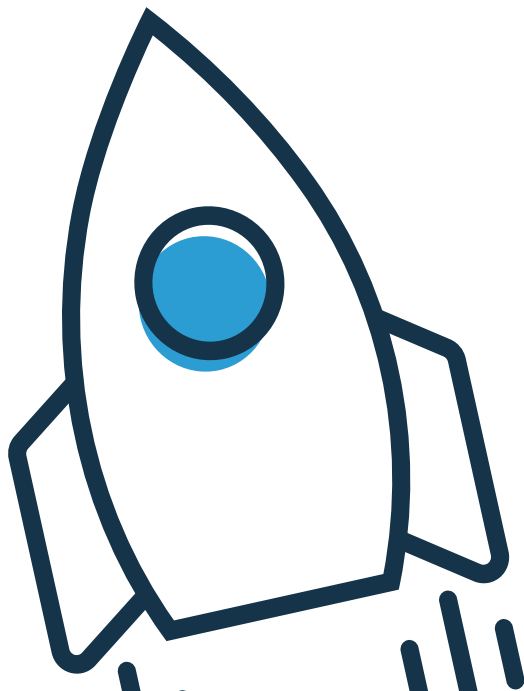


Engage Students and Build Critical Reading Skills with Shared Reading

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.

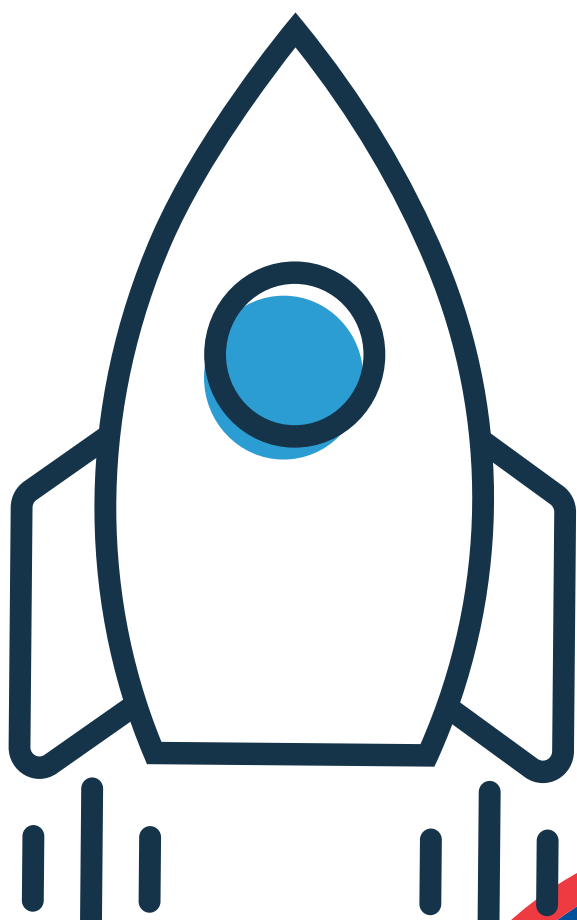
3 First Reading
Students make predictions, learn from and discuss the text, and notice important details with suggested prompts.

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

Make a BIG Impact with Shared Reading

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?

DAY 1		DAY 2	
IRA	Reading Stories and Shared Summary	IRA	Reading Stories and Shared Summary
SR	Shared Reading	SR	Shared Reading
PWS	Phonics	PWS	Phonics
RML	Reading	RML	Reading
GR	Guided Reading	GR	Guided Reading
BC	Book Club	BC	Book Club
IR	Independent Reading	IR	Independent Reading
WML	Writing	WML	Writing

Less Time Planning, More Time Teaching

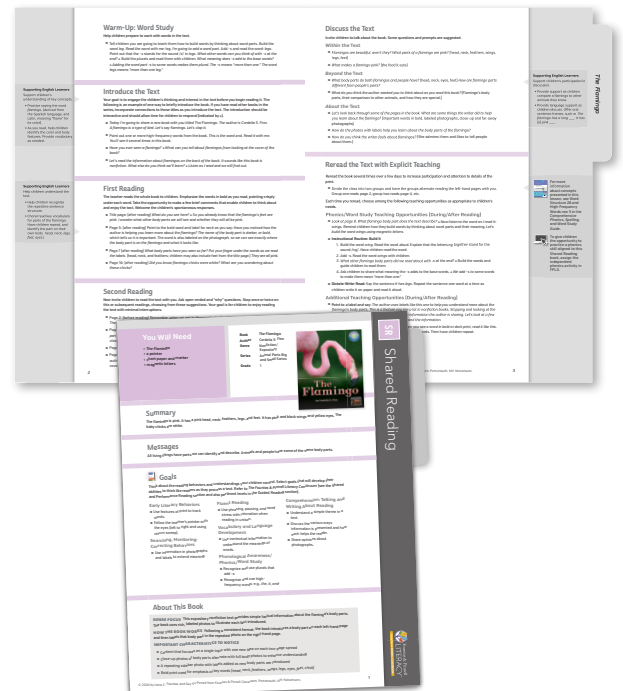
Experience a systematic 180-day suggested instructional plan that simplifies planning and increases confidence. Elevate teachers' expertise and responsiveness throughout the year with guidance that takes the guesswork out of what to teach and when to teach it.

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

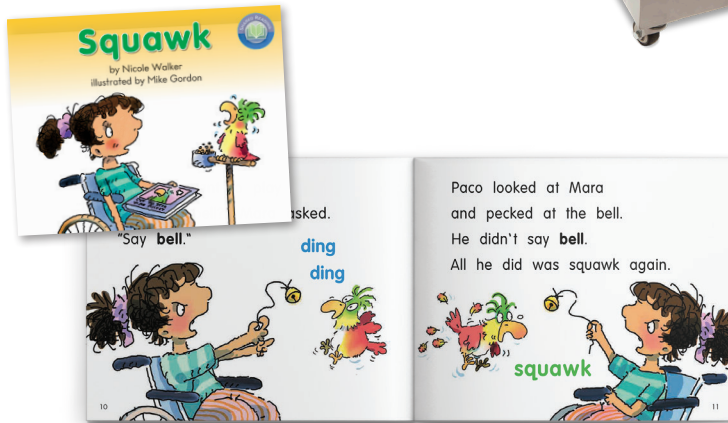
Embedded instructional routines in grades K–3 offer structured opportunities for students to apply their foundational skills, developed through a systematic phonics program. These instructional routines build student familiarity and ensure smooth instructional transitions for teachers.





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.



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.

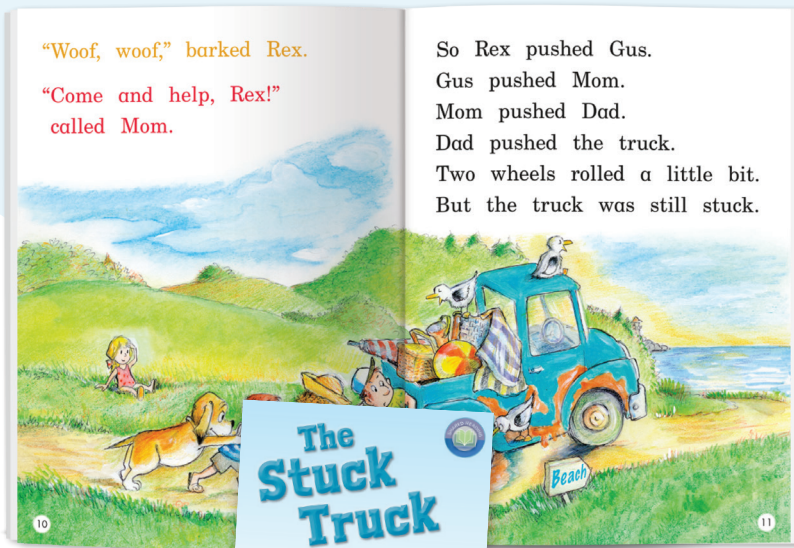


Beautiful, Diverse Texts

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 most engaging, diverse, and exciting books for all students

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



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.

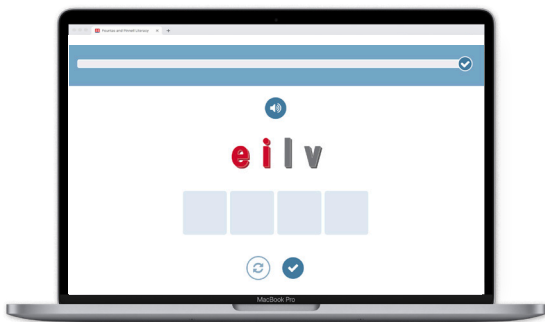


Audio & eBooks

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.

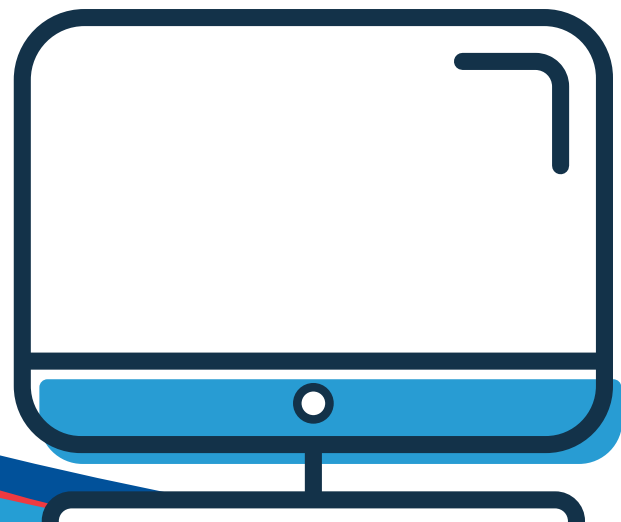


Student Rostering

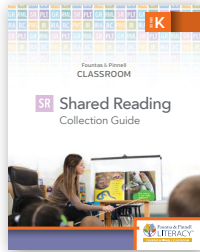
Roster your students and assign books and activities to specific groups.

Professional Development Videos

Teach lessons with confidence due to the detailed overview of each instructional routine.



Components



Fountas & Pinnell Classroom™ Shared Reading Collection Guide

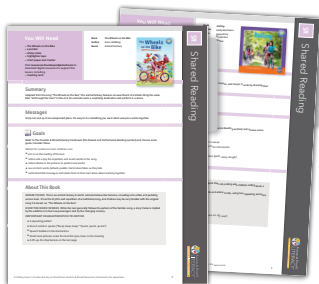
A brief guide that provides an overview of the components and implementation of the FPC Shared Reading Collection.



Shared Reading Books

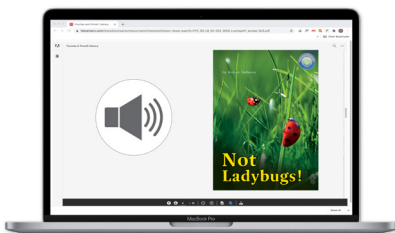
1 copy of the big book and 6 copies of each accompanying small book

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 folder 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

Books and Lessons Per Grade Level

Grade K	65 books and lessons
Grade 1	65 books and lessons
Grade 2	30 books and lessons
Grade 3	30 books and lessons

**First edition available for grades PreK and 4, and Spanish PreK-2*

Shared Reading, Second Edition Lesson Walkthrough

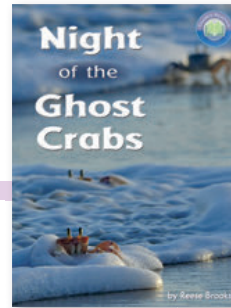
The first page of every lesson gets the teacher prepared for successful teaching.

You Will Need

- *Night of the Ghost Crabs*
- a pointer
- chart paper and marker

Materials needed are outlined for ready teaching.

Book *Night of the Ghost Crabs*
Author Reese Brooks
Genre Nonfiction/Narrative
Grade 2



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 feast 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.

Lesson goals are identified for each lesson.

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: *sidebar, 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.

Teachers have the opportunity to tailor goals as needed with *The Literacy Continuum*.

SR

Shared Reading

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

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

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

Shared Reading, Second Edition Lesson Walkthrough

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

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*.

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

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

Supporting English Learners

Check children's understanding of concepts and vocabulary.

- Check to be sure that children understand the concepts of *crabs* and the idea that some animals live in holes.
- Use examples to help children with unfamiliar vocabulary, such as *burrow*, *skitter*, *clump*, and *muck*.

Introduce the Text

Your goal is to engage the children's thinking and interest in the text before you begin reading. The following is an example of one way to briefly introduce the book. The introduction should be in the teacher's voice 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.*

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.

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.

Support children's reading of the book.

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] 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?

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

Shared Reading, Second Edition Lesson Walkthrough

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

- *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 peek. 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.]

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.

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 14?* • *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/, /i/, /m/. 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 *calf*.
- **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.]



For more information about concepts presented in this lesson, see Letter-Sound Relationships row 17 and High-Frequency Words row 7 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.

15 Instructional Routines offer familiar, confident teaching and learning.

Digital phonics activities are provided for more student practice.

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

Shared Reading, Second Edition Lesson Walkthrough

Supporting English Learners

Support children with the shared writing experience.

- Have students use the photographs from the book when discussing a ghost crab's day and night.
- Provide oral sentence frames as needed, such as *During the day/night the ghost crab _____.*

Students will reinforce learning with impactful, related writing opportunities.

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

Audiobooks are also available!

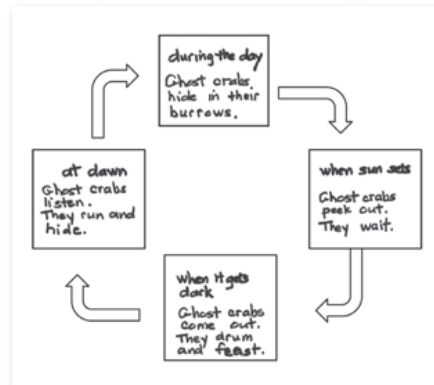
Assessment guides the teacher to confirm student understanding of the lesson.

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. Read the completed chart together.

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.

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.

- 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.

SR2106

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

Literacy Learning Transformed

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.



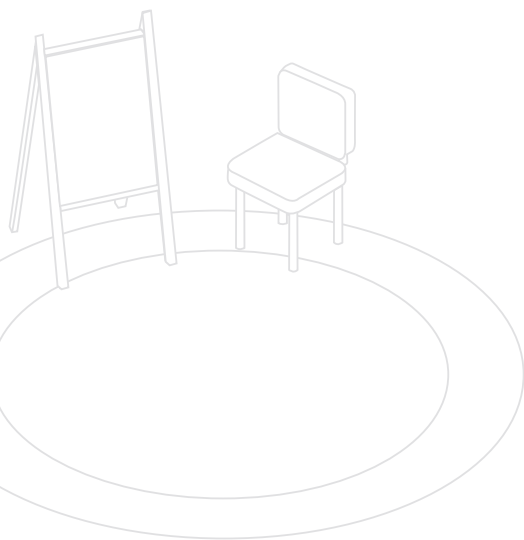
Reading Minilessons (K-6)

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.

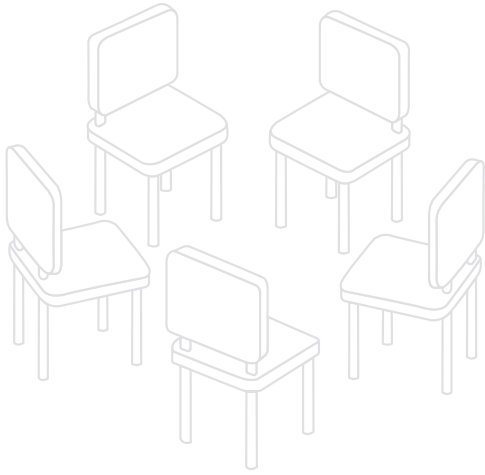


Writing Minilessons (PreK-6)

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



GR

Guided Reading (K-6)

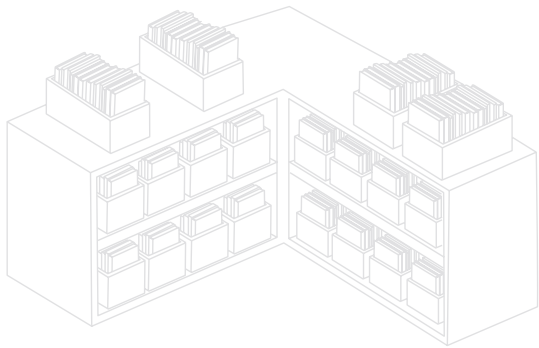
Small group instruction in which children read a challenging text at their instructional reading level as you teach, prompt, or reinforce effective reading behaviors, providing children an opportunity to apply what they have learned how to do as readers.

BC

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



IR

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

PLT

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.

IRA

INTERACTIVE
READ-ALoud

SR

SHARED
READING

PWS

PHONICS,
SPELLING, AND
WORD STUDY

RML

READING
MINILESSONS

WML

WRITING
MINILESSONS

GR

GUIDED
READING

BC

BOOK
CLUBS

IR

INDEPENDENT
READING

PLT

PROFESSIONAL
LEARNING
TOOLS