Before Reading	During Reading	After Reading

Shared Reading: Make meaning, link to personal experience, and explore language (Segment 2)

Suggested Time (min)	Lesson Step	Description	Differentiation of Instruction	Assessment for Learning Opportunities
			How to differentiate to meet the needs of all students…	Teachers and students look and listen for evidence that students CAN…
5	**Warm-Up**	Have students say if their drawings from the previous lesson reflects a positive or negative situation.	• Give some students advance notice that they may be called upon.	• Express a feeling.
20–30	**Read Segment 2 (pages 10–21)**	**Revisit Segment 1** **SP** Use a shadow reading technique to revisit Segment 1 (pages 2–9). Ask questions to verify or review comprehension/content.	• Support comprehension while reading aloud using gestures, sound effects, flash cards for key words, and so on.	
		First Reading: Make Meaning and Link to Personal Experience **M** Model an oral reading of Segment 2 (pages 10–21), pausing to ask questions to verify comprehension and to personalize the content to students' lives.	• Expand or restrict students' responses to questions according to proficiencies.	• Recall some ideas explicit in the text. • Make links to personal experiences, using simple but complete sentences.
		Second Reading: Explore Language **SP** Reread the text using an echo reading technique. Pause to examine cognates and familiar words, and graphophonics (words with a silent final consonant).		• Recognize familiar words and cognates. • Make sound–symbol connections (silent final consonants).
		Third Reading: Shared Oral Reading **SP** Reread Segment 2 again using "voice of a robot" oral reading technique.		• Read familiar material aloud with correct pronunciation and intonation.
5	**Wrap-Up**	**Independent Reading** Students read the whole text orally with a partner.	• Direct students to make certain gestures upon hearing key words in the text.	• Use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts.

Gradual Release Model: **M** = Modelling **SP** = Shared Practice **GP** = Guided Practice **IP** = Independent Practice