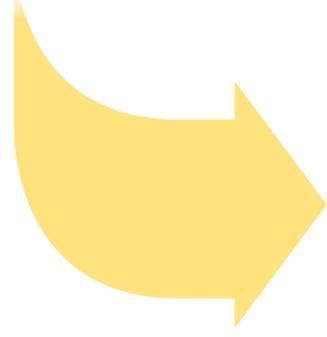
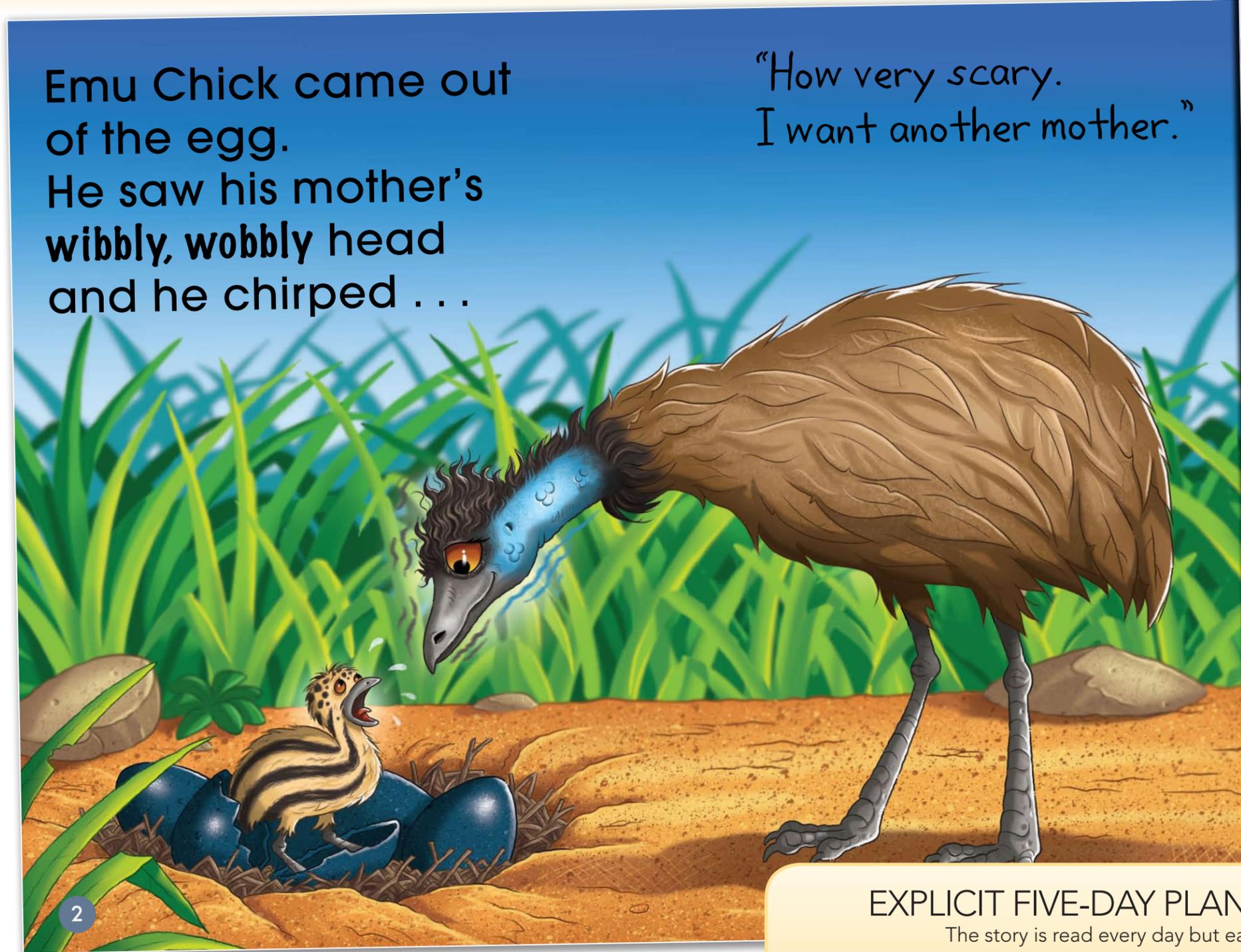


DISCOVER  
HOW THE  
TEACHER  
SUPPORT  
PANEL  
WORKS



- ✓ **Saves you time:**  
Provides 5-day lesson plan for teaching shared reading
- ✓ **Embedded support for whole-class instruction:**  
Lesson plans for each day are embedded on the page for teacher's notes at your fingertips
- ✓ **Encourage critical thinking and comprehension:**  
Daily activities specifically developed to build higher-order thinking skills, oral language, and fluency

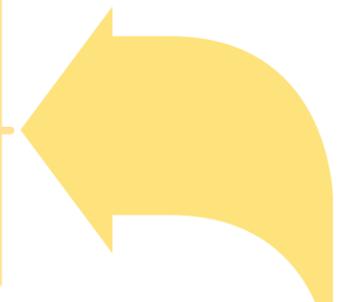


Pages 2–3 from *Another Mother*

Emu Chick came out of the egg. He saw his mother's wibbly, wobbly head and he chirped . . .

“How very scary. I want another mother.”

<p><b>DAY 1</b></p> <p>Read the entire story to the students using expression and voice characterizations.</p>
<p><b>DAY 2</b></p> <p>Read the pages with the students. Focus on the words <b>wibbly, wobbly, chirped</b>. Talk about what they mean. Have the students demonstrate the meanings with actions. Write <b>wibbly, wobbly</b> and <b>chirped</b> on the WOW WORDS chart.</p> <p>Read the rest of the story, encouraging students to join in, particularly at repetitive parts. Stop only on the pages with Day 2 vocabulary suggestions.</p>
<p><b>DAY 3</b></p> <p>Make a circle around the ellipses. Ask the students: <i>What are these? What do they tell you to do?</i> (Pause – something else is coming.)</p> <p>Make a circle around the quotation marks. Ask the students: <i>What are these? What do they tell you to do?</i> (Change your voice because someone is talking.)</p> <p>Make a circle around the words <b>wibbly, wobbly</b>. Ask the students: <i>How are these words different?</i></p> <p>Make a circle around the words the Emu Chick chirped. Ask the students: <i>Why do you think these words are written like this?</i></p> <p>Say to the students: <i>Read the pages, using the clues to help you read with expression.</i></p> <p>Read the rest of the story together, focusing on the clues that help with the reading. Stop only on the pages with Day 3 suggestions.</p>
<p><b>DAY 4</b></p> <p>Say to the students: <i>We are going to read the whole story together. Remember to use the clues that help you read with expression.</i></p> <p>Read to page 22.</p>



EXPLICIT FIVE-DAY PLAN FOR SHARED READERS

The story is read every day but each day has its own specific focus.

- Day 1:** The teacher reads the book aloud to students and focuses on comprehension
- Day 2:** Students are encouraged to join in the reading—rhythmical text helps students learn the flow of language and the teacher focuses on vocabulary
- Day 3:** Teachers provide explicit instruction on fluency during the third reading of the book
- Day 4:** The whole class reads the text aloud with the teacher and focuses on phonics and phonemic awareness
- Day 5:** Students make connections to the story and work in cooperative groups