



Beacon Media

Supporting worldwide education

Classroom literacy sessions:
Shared Reading and Guided Reading

Shared reading

- Shared reading can also be called “chanting”
- When the whole class or group reads together

Years 1-2:

- whole class or whole group can read from a “**big book**”

Years 3 and above:

- whole class or group can read a poem or sing a song following written words

Reading a “Big Book” (Shared reading: Years 1-2)

- It can be a book that you have made with large print. The children have provided the illustrations.
- First the teacher models reading.
- Then someone points to the words while the group reads.
- It is a good idea to build up a collection of “big books” and hang them on a string along a wall.
- The children can select their favourites.

When to use shared reading

- Every day (lower classes)
- Any time
- As an introduction to a literacy lesson
- As a break between subjects

Guided reading

- About 6 per group, all at a similar reading level
- All students in the group have the same text.
- Is the text at the right level? (Use Running Records to find out student reading levels.)
- The rest of the class is doing a quiet, productive literacy activity, e.g. writing a story, phonics activity

Steps in guided reading

1. Teacher introduces the book.
2. Teacher reads book while children follow.
3. Children read independently silently or quietly aloud, “whisper reading”, (not chanting)
4. Teacher moves around and hears each child quietly read a few sentences.









Teacher preparation

- Before introducing a new book or story to the students, look through the text and take a note of some specific words the student may not know, and will need to know.
- Write these up on a large sheet of paper, preferably on a stand, (easel).
- Remember that you will have several groups, so you will need to have one sheet for each group.
- You can practice these words daily with your group.

The easel



Introducing the book

(or story card)

- Discuss the title
- Get the children interested in the subject of the story
- Do they have any prior experience?
- E.g. If the book is about a sea creature, ask, “Has anyone seen one of these creatures?”

Before reading

When introducing a new book:

- Look at the cover. Read the title.
- Ask the children to *predict* what the story might be about.
- Look at the pictures. Who might the characters be?
- Ask the children what they might already know about the subject matter.

Before reading

- Give the students the new book or story card. All in the group must have a copy.
- Say, “Before we read our new book we are going to practice some of the words in the book.”
- Then teach the words, looking for parts of words that can be sounded.
- Ask, “Who can use this word in a sentence?” (make sure they understand the meaning of the words.)

Tic Tac Toe

- Play a game of 'tic tac toe' with the words.
- Use a pointer and randomly point to words while saying:

Tick Tac Toe, here I go

Where I land I do not know

(But actually you do know. Stop on a word. Students say it. Then continue with Tic Tac Toe, until all the words have been said.)



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Before reading

- For early readers, the teacher reads the whole story first, while students following along.
- Ask the students to ‘read with their eyes’ while the teacher reads.
- For higher levels, if the story is too long to read in one session, choose a few pages.

During reading

- Teacher moves around listening to children reading softly, and gives individual assistance.
- Teacher assesses student reading skills: fluency and expression
- For children who finish the story quickly, they are to read it again, for practice.

After reading

- Ask comprehension questions...
- What happened in the story?
- How did the story end?
- Who were the characters?
- Use the Thinking Hats to talk about the story.
- Clarify any vocabulary that may be difficult.

Duration of a session

- 20 minutes
- This will depend on the age of the children, their attention span, and especially...
- How long can the class work independently on their own without needing you????
- Train the class to find something to do if they have finished their task, such as reading a book.
- They must not interrupt you unless it is an emergency, e.g. they need to go to the toilet or feel sick.

Rotation of guided reading

- Rotate your groups. Each group spends time with teacher.

Literacy:	10.45 – 12.00	
Group 1	15 min with teacher	Rest of class work on spelling
Group 2	15 minutes with teacher	As above
Group 3	15 minutes with teacher	Rest of class work on writing, or bible workbooks
Group 4	15 minutes with teacher	As above

Independent activities (while the teacher is with a group)

- Students *not* working with the teacher must work quietly and independently:

Years 1-2

- Illustrate pages for Big Books
- Writing patterns
- Play games that you have previously taught them to play, e.g. snakes and ladders, snap, dominoes
- Spelling activities – copy spelling words and draw pictures

Independent activities while the teacher is working with a group

Years 3 and up

- Book reports
- Story writing
- Spelling/vocab exercises
- Comprehension activities

Avoid round-robin reading

- This is when the whole group or class is reading the same text, and children are asked to take turns to read a section out loud to the whole group.

Disadvantages!!!

- Some children are not confident and feel embarrassed when reading in front of the group
- Students really only engage when it is their turn.

Better... to allow each child to read independently

The right place for reading aloud

- Some competent readers will *want* to read to the group, so provide opportunities for this.
- The less competent readers can participate in play readings, which they can practice in advance.

Activities to follow the Guided Reading session

- Oral comprehension – questions asked by the teacher
- Drawing a picture from the story, story sequencing, retelling the story.
- Thinking Hat questions

Reading Goals

Approximate goals for Reading Levels:

- **End of Year 1:** Level 6
- **End of Year 2:** Level 14
- **End of Year 3:** Level 20
- **End of Year 4:** Level 25
- **End of Year 5:** Level 30

Book report: Non-fiction

- Older students can write book report:

For books on topical information, or true stories, give student this set of steps in writing a book report:

3 facts I learned from this book (or text)

2 questions I have for the author

1 thing I thought was most interesting

Book report: Fiction

- For fiction, give the students this list of questions:
 1. Who were the characters? (Write something about each one).
 2. Where did the story happen? (the setting)
 3. What was the story about? (a short summary)
 4. What was the most exciting part of the story? (the climax)
 5. How did the story end? (the resolution)

Storage system no. 1

Baskets labelled with levels:

1-3

4-6

7-9

10-12

13-15 etc

Individual books can go in these.

Storage idea



Storage idea



The value of one-on-one

- Take opportunities throughout the day to hear children read one-on-one.
- Ask them to bring their take-home Reading Folder to you and listen to them read for 5 minutes here and there throughout the day, when opportunity arises.
- e.g. When children are doing art work

Different reading levels in the one class

Example: Year 4 class beginning of the year.

- You have 7 students Levels 12 – 15 (Group A)
- You have 7 students Levels 7 – 11 (Group B)
- You have 4 students Levels 2-4 (Group C)

Organizing your reading groups

- Make slots in your Timetable for TWO reading group times of half an hour – **4 days a week**.
- During the first half hour, you choose a levelled story that will suit e.g. Group A (Higher Group). You work on the story with them using Guided Reading.
- During that time, Groups B & C are given a task such as spelling activities, handwriting or writing a story or illustrating a story.

Second half hour slot

- Group A (Higher Group) do independent work while you work on a different story (at the approximate level) with Group B (Middle Group).
- In this time, Group C (Lower Group) goes to another class where there are other students at that level in reading.

Story selection

- Choose stories from the Beacon Media Primary Literacy page.
- Choose stories at the approximate level of the students in the group. Each student should have a copy.
- Look at the **suggested story list for your year level** on the Beacon Media Fiji curriculum page, under “Reading”. Print it out.
- At the end of the year, tick off which stories you have covered and leave in an office file for the next teacher.

Importance of reading

- Literacy and numeracy instruction are best taken in the morning.
- However, literacy can play a large role in afternoon subjects such as Science, Social Studies and Health, when students will be reading for information.
- Remember to read *to* your class... interesting stories and books to inspire them to want to read.
- Also add 'buddy reading' & 'take-home' reading to your program.