



Beacon Media

Supporting worldwide education

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 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
- 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



Before reading

- Show the students the new book or story card.
- 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.)
- Play a game of ‘tic tac toe’ with the words.

Tic Tac Toe

- 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.)

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

- For early readers, model the reading of the story.
- 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.

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.

Frequency of guided reading

- In a class of 24...
- One group of 6 can be with the teacher every 4 days, ($6 \times 4 = 24$)
- In a class of 18...
- One group of 6 can be with the teacher every 3 days. ($6 \times 3 = 18$)

The rest of the class

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

Years 1-2

Illustrate pages for Big Books

Work on posters for class topics

Years 3 and up

Book reports, story writing, spelling/vocab exercises

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

- If we don't practice 'round-robin reading' then how will the student ever gain confidence to read in front of a group?
- 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.
- The Beacon Media play readings for character development can be used by students Level 20 and up.

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)

Guided reading: Practicalities

- Make your sets of guided reading material for the week easily accessible
- In folders or boxes, clearly labeled...Group 1, Group 2, Group 3 etc
- Change the texts as needed

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



Reciprocal reading

- For students at Reading Level 15 and above
- This is a bit like guided reading, but students replace the teacher as leaders for groups
- “Reciprocal” just means helping one another
- Arrange students in groups of about 6
- Choose a leader for each group, a competent reader
- Each member of the group has a copy of the same text, (at their appropriate level).

Teacher preparation

- Make copies of the texts for the different groups.
- There are many Beacon Media reading resources, e.g. “Stories of Faith”, See the levelled reading resources
- Prepare the students by explaining the process
- Explain the meaning of *‘text’*, *‘predict’*, *‘clarify’*, *‘summarize’*

Step 1: Predicting

- Group leader asks: “What do you think this text will be about?”
- (Students may guess by reading the title, and if there are pictures, by looking at the pictures.)

Step 2: Reading

- The group leader says, “Let’s read the first page down to.... here.”
- The group leader points to where everyone is to stop reading. Half a page is a good amount.
- Everyone reads silently. Some student may like to ‘whisper read’.
- Students can use a ruler underneath the lines.
- When finished, they can re-read or wait quietly until everyone is finished.

Step 3: Clarifying

- The group leader will know when everyone is finished because they can observe the progress of the rulers under the lines.
- Then the group leader says, “Does anyone have a word to clarify?”
- Anyone in the group can help assist with the meaning of certain words. If no one knows then the group leader can ask the teacher.

Step 4: Summarizing

- The group leader says,
- “Can anyone think of a sentence that summarizes the text so far?”
- “Are there any other important facts we have learned so far?”

Step 5: Questioning

- The group leader says, “Who can think of a question about the text, starting with *who, what, when, where, why, how.*”
- Anyone in the group, including the group leader, can ask a question for the rest of the group to answer verbally.

Step 6: Repeat the process

- The group leader says, “Let’s read the next section down to...here.”
- Repeat the steps of clarifying, summarizing and questioning until the text is finished.

Prepare instructions for leaders

Make one set of instructions for each group leader:

- 1. Predicting:** “What do you think this text is about?”
- 2. Reading:** “Everyone read down to...here.”
- 3. Clarifying:** “Does anyone have a word to clarify?”
- 4. Summarizing:** “Give me one sentence to explain what we have just read.”
- 5. Questioning:** “Can anyone think of a question starting with *who, what, when, why, how?*”

Discussion or reflection

- How could you apply:

1. Shared reading

2. Guided reading and/or Reciprocal reading

to your classroom?

What improvements can you make to your class reading sessions?

The value of one-on-one

- Take opportunities throughout the day to hear children read one-on-one.
- Ask them to bring their 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

Elements of literacy

- 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.
- Timetable specific slots for guided reading, Buddy reading, hand writing, written expression, phonics/spelling, speaking and listening
- Remember to read **to** your class... interesting stories and books to inspire them to want to read.