

## Use Shared Reading to Demonstrate Reading of All Kinds of Text

Resource: Routman, Regie. Reading Essentials. pp. 132-138.

Keepers by Jeri Hanel Watts & Felicia Marshall

### Lesson Focus:

- Reading and enjoying a story together;
- Learning how to think about and understand a story in process through small-group discussions;
- Understanding character motivation and how characters change;
- Practicing rereading to gain meaning;
- Verifying information from the text; p. 139 (Routman)

### Day One:

- Introduce the book, talk about cover, title, author; provide background knowledge for deeper understanding; encourage predictions;
- Read aloud the entire book, stopping at strategic points to demonstrate your thinking about the story;
- Closure:
  - *Turn to a partner and talk about whether you would like Kenyon for a friend. Why or why not?*
  - Share some ideas with the whole group.

### Day Two:

- *Yesterday we read a wonderful story called Keepers. It's one of my favorites.*
  - *Turn to a partner and talk about what you liked or didn't like about the story.*
  - Share some positive and negative thoughts about the story.
- *Today we are going to reread the story. While I'm reading, think about the title Keepers and what it means. Think about the characters, Kenyon and his grandmother, what they're like as people and how they change.*
- Procedure: (pp. 140-142:
  - Pp. 1-2: In an expressive voice and stopping to show the illustrations for each page, read the first two pages aloud. Stop briefly to check that the meaning is clear
    - Check understanding of the word: stroke
  - P. 3 (transparency)
    - *What does he mean by "wallop-bat day?"*

- *Have your partner read that paragraph aloud and talk about it.*
    - Skill: rereading and getting meaning of a word from what comes before;
- P. 4
  - Read as a read aloud.
- P. 5 (transparency)
  - Check for understanding, encouraging rereading as a comprehension strategy;
    - *Turn to the person next to you and tell what this section is about. Who is the Keeper? What does it mean to be the keeper of stories in your family? Read the page again if you need to.*
    - *Why can't Kenyon be the keeper? Find the line that tells us that.*
- Pp. 6-9
  - As a read aloud, I encourage students to predict and think ahead.
    - *"OK. Turn to your partner. What's the problem going to be?"*
- P. 10 (transparency)
  - Make clear that students are to predict this character's behavior;
  - *Turn to the person next to you and discuss how Kenyon can solve his problem.*
- Pp. 11-12
  - As a read aloud (make sure that students' have inferred the obvious conclusion from Kenyon's comment about using his grandmother's stories, in connection with the accompanying illustration showing Kenyon writing.
  - *Turn to the people in your group. What's he going to do?*
  - *Okay. Let's see.*
- P. 13
  - As a read aloud.
- P. 14 (transparency)
  - Read this part with me, silently or out loud.
- P. 15
  - As a read aloud
    - *Talk in pairs. How has Little Dolly changed? What happened to Kenyon? How have they changed as people?*
    - *What made Little Dolly change her mind? What do you think about Kenyon?*