



## Shared Reading Professional Development Facilitator's Guide

# Table of Contents

<b>About this Course</b>	<b>3</b>
<b>Icon Key</b>	<b>4</b>
<b>Course Objectives, Class Demographics and Materials</b>	<b>5</b>
<b>Module 1: What is Balanced Literacy</b>	<b>6</b>
<b>Module 1 Introduction, Objectives, Materials Needed</b>	<b>7</b>
<b>Module 1: Script/Lesson/Assignments</b>	<b>8-17</b>
<b>Module 2: Critiquing and Creating a Shared Reading Lesson</b>	<b>18</b>
<b>Module 2: Introduction, Objectives, Materials Needed</b>	<b>19</b>
<b>Module 2: Script/Lesson/Assignments</b>	<b>20-25</b>
<b>Module 3: Giving a Shared Reading Lesson and Reflection</b>	<b>26</b>
<b>Module 3: Introduction, Objectives, Materials Needed</b>	<b>27</b>
<b>Module 3: Script/Lesson/Reflection</b>	<b>28-32</b>
<b>Appendix</b>	<b>30</b>
<b>-Balanced Literacy Handout</b>	<b>30-31</b>
<b>-Critique Sheet</b>	<b>32</b>
<b>-Lesson Plan Sheet</b>	<b>33</b>
<b>-Five Dollar Dive Story</b>	<b>34-35</b>
<b>-Five Dollar Dive Narrative Elements Answers</b>	<b>36</b>
<b>Reflection Sheet</b>	<b>37</b>

# Welcome Notes

## About This Course

Hampton City Schools' Language Arts department has revamped their curriculum framework to follow the Balanced Literacy method. The Balanced Literacy approach is research based and requires the teacher to include reading, writing and word study instructional methods in the classroom. In this approach, the teacher will use various methods of instruction that caters to the learner's interests and needs by using whole group, small group and individual teaching methods. This course will focus on the shared reading component of this approach.

Shared Reading is when teachers and students read a text together, and reading strategies are introduced using the gradual release model. The teacher will begin a read aloud and introduce the skill to be learned and model it in the text. Students can respond to the text in written form and should be discussed whole group so skills can be applied. The entire shared reading process follows the I do, We do, You do model, in which the teacher models the skill, the students work together with teacher supervision to apply the skill, and finally the students work individually.

This training course will address a quality improvement initiative. The Language Arts Department has created a three-year plan for implementation of the Balanced Literacy approach. For the 2017-2018 school year the focus is for teachers to implement shared reading in their classroom. This will ensure that instruction is meeting the needs of every student and all teachers are on the same page.

This course is designed to be completed in three instructor-led modules.

**Delivery Setting:** The course will be delivered in three sessions at the Hampton City Schools' Tarrant Elementary School in the Language Arts conference room.

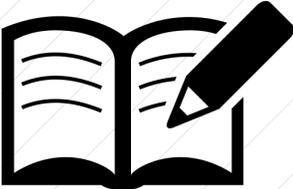
### Points

A total of 5 points will be awarded for this course. In order to receive points, educators will need to complete all 3 modules/classes throughout the course of this year:

- **Module 1**, What is Balanced Literacy? What is Shared Reading? (1.5 hours/points)
- **Module 2**, Critiquing and Writing a Shared Reading Lesson (1.5 hours/points)
- **Module 3**, Giving a Shared Reading Lesson/Shared Reading Lesson Critique (0.75 hours/points)

**TOTAL FOR THE COURSE:** 5 hours/points

### Icon Key

	<p>This icon represents when you should follow the script and instruct the whole group on the content.</p>
	<p>This icon represents any activities the learner will be required to do in a module.</p>
	<p>This icon represents any handouts that need to be distributed.</p>
	<p>This icon represents videos that need to be played whole group.</p>
	<p>This icon represents moments where there should be whole group or team discussions.</p>
	<p>This icon represents when the Nearpod slides will be used.</p>

## Course Objectives

1. The learner will be able to identify the components of a shared reading lesson as evidenced by a written critique and analysis of a full modeled lesson.
2. The learner will be able to select appropriate short texts for Shared Reading and identify the skill that can be taught as evidenced by mapping out the skills on the text.
3. Objective: The learner will be able to write a lesson plan using the shared reading model as evidenced by posting a full lesson plan that will be used in their classroom.
4. The learner will be able to deliver a shared reading lesson as evidenced by submitting a video of a lesson performed in the classroom.

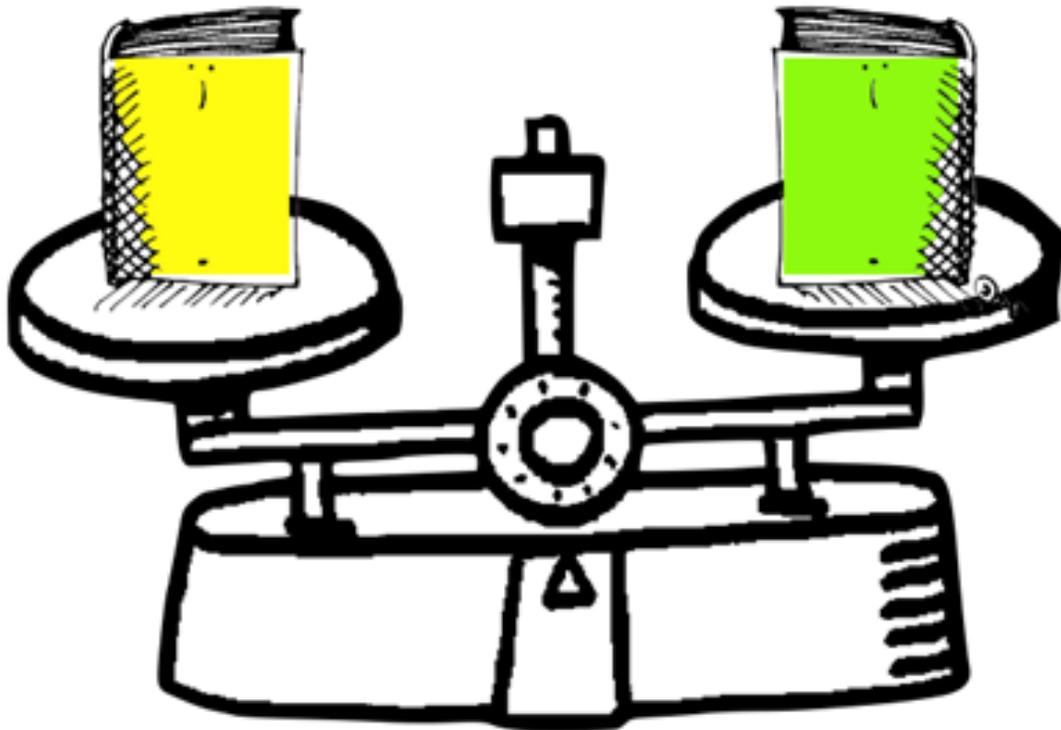
## Class Demographics

The learners for this professional development course will be middle school Language Arts teachers in the Hampton City Schools district. There will be both male and female learners of various ages and experience in the classroom. The learners will be coming from various middle schools in the district.

## Materials Required to Complete This Course

- Laptops or other devices (charged)
- Device capable of taking video
- Internet Access
- Sample Texts
- Google Classroom account (Every employee has an account already)
- Large Post It Paper
- Markers
- Handouts
- Sticky Notes

## Module 1: What is Balanced Literacy



# Balanced Literacy

Class Length: 1.5 hours

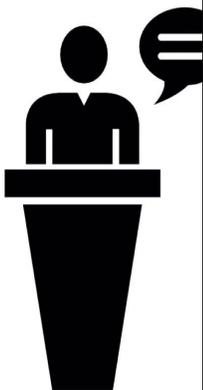
## Introduction

In this first module, you will be facilitating an overview of the balanced literacy concept, district implementation plan and guiding discussion about the entire process with the whole group. All of the lessons are in the interactive presentation maker of Nearpod (<https://nearpod.com/>). You will need to have the join code posted for everyone to see so they can join the course. Nearpod will allow you to collect data and have an interactive lesson which requires every participant to be engaged and respond to questions and quick quizzes. Before you give the lesson, be sure to preview and read about the balanced literacy model with shared reading approach.

**Objective:** The learner will be able to identify the purpose and meaning of the Balanced Literacy concept with a focus on shared reading as evidenced by the creation of an Infographic to demonstrate understanding.

## Materials Needed

- Chart Paper
- Sticky Notes
- Charged Laptops



**Say:** Good morning/afternoon. My name is (insert your name here) and I will be facilitating this professional development on Balanced Literacy: Shared Reading. (Give more information about yourself to the class.)

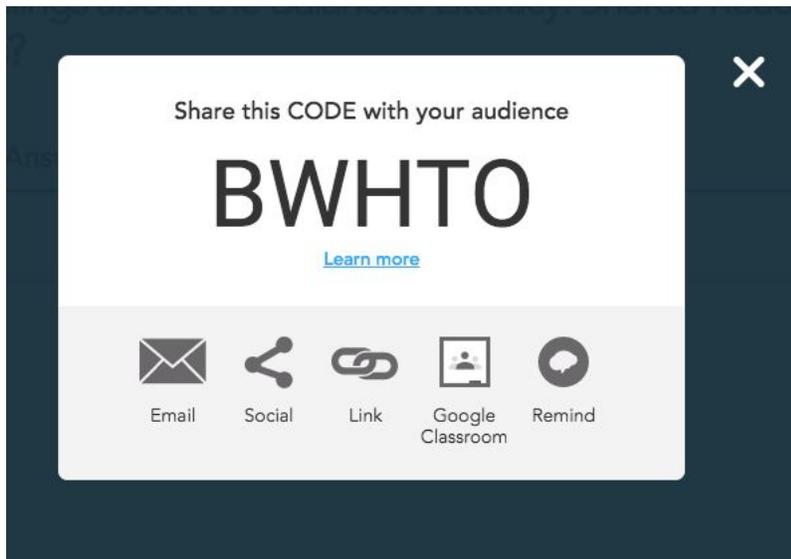
By the end of this module, you will be able to identify the purpose and meaning of Balanced Literacy with a focus on Shared Reading. Before we begin, we will introduce ourselves. (Allow students to partner up and introduce one another to the class.)



**Say:** Now that we have gotten acquainted with one another we will begin our course. This is a 5 module course, so we will meet for a total of 5 classes. Each class will be 75 minutes each. To begin our course, I will need for you to log onto your laptops and go to Nearpod.com. Once you are there you will enter the following code into the Join field.



The join code is



**Note:** You must go in and set the Nearpod lesson to Live Lesson. **FYI:** If you close out the lesson it will generate a new code.



**Note:** Once the students join the class you will see their names in the Student list in Nearpod. The first slide is an open ended question that will allow them to voice how they feel about the new model. You can have each person's response appear on the board and their is an option to block out their names as well. What appears on your screen will appear on your screen.

**Say:** Now that everyone has joined the class, let me give you an overview of what you will be learning. You will be learning the

rationale between the Balanced Literacy method, what it's all about and how it is implemented into the classroom.  
On this first slide, I want you to answer the following question honestly. Your responses will appear on the main screen.

CODE: BWHTO nearpod + Add Activity

What are your feelings about the Balanced Literacy: Shared Reading Model? What are your concerns?

Student Answer PARTICIPATION 0%

No results, yet.

Note: Allow learners to answer the question.



**Say:** I'm going to read some of the responses. If you have more to add to a comment please chime in.

Note: Read some of the comments that were made and open the floor for discussion. Write down the most pressing comments on a piece of chart paper and post it in the room. Let the learners know that by the end of the class we will see if these concerns are addressed.



Note: After discussion move on to the engage slide and have students work on the collaborate board. They will write down anything they already know about balanced literacy and shared reading.



**Say:** Now I want you to think about anything you already know about balanced literacy and shared reading. Type it in on the Nearpod slide. Your responses will appear on the board.

CODE: BWHTO  + Add Activity

Write down what you already know about balanced literacy?

Teacher  
I know it is where you combine reading, writing and word work in one class period.

Share thoughts and/or images here 250 Post

Note: Discuss whole group about the different responses.



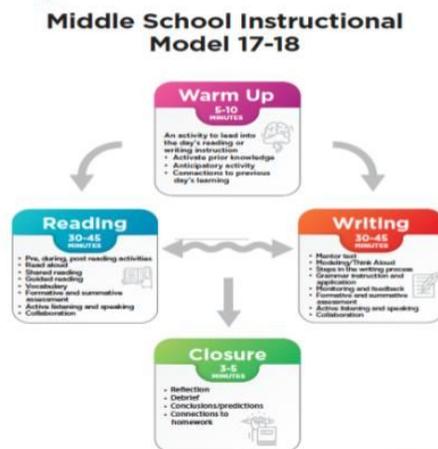
Note: Now this is where you will go into the bulk of the lesson. You will go through each slide explaining every concept.

**Say:** I am going to move through the lesson with explanations of how everything will be implemented in your school. Please take any notes on your Handout booklet.

**Say:** This is the new instructional model for middle school for this school year. We will begin with a warm up, reading and writing block that can be interchangeable and a closure. Note: Read the information on the slide.



## Instructional Model 2017-18



**Say:** This new instructional model is simplified. It is the model that

should gauge your daily structural plan. There are time ranges for each component, which can be altered based on the needs of your lesson. For example, if you need to have more than 15 minutes for independent writing you can take some time away from the reading portion to assist with that. Your lessons will be navigated in a more organic and as needed manner.

## Instructional Model 2017-18

### **IS SIMPLIFIED**

It does not contain the gradual release component that was once embedded. This model is simply the daily structural plan by which teachers should shape their instruction.

### **CONTAINS TIME RANGES**

Instead of the previous model where the instructional plan limited or required teachers to operate in a certain mode for specific time periods (i.e. 5 minutes for a bell-ringer), this model will allot for ranges. (5

This allows flexibility in the instructional plan, with the boundary to not exceed a certain time span in order to go to the next phase of the daily lesson.

### **PROVIDES NEEDED FLEXIBILITY OF DIRECTION.**

The previous circular model restricted teachers to go into reading directly after the bell-ringer. The new model will allow flexibility for teachers to navigate through their lessons in a more organic and "as needed" manner. A teacher may want to address writing prior to reading or vice versa. This model allots for those flexibilities.

**Say:** So what is Balanced Literacy. It is a research based approach that consists of reading, writing and word study instructional methods focusing on teaching the whole class.

## Balanced Literacy

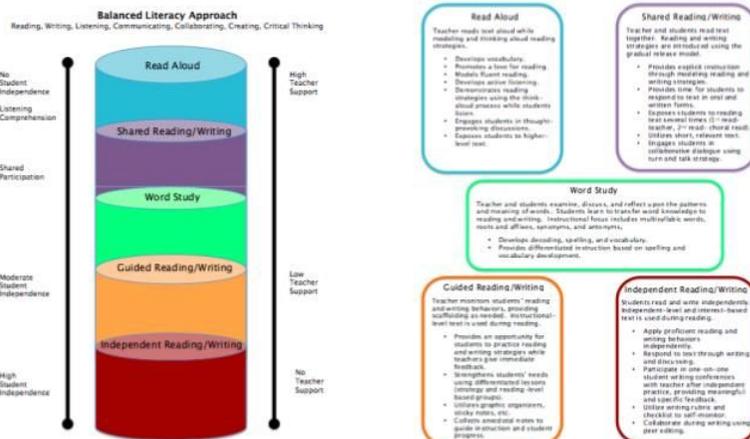
Balanced Literacy is a research-based approach consisting of reading, writing, and word study instructional methods focusing on teaching the whole class, small groups, and individuals based on their needs and interest.



**Say:** Here is an overview of how balanced literacy will look in the classroom. It follows the gradual release method while incorporating

reading, writing and word study. For the read aloud portion, the teacher will read a text aloud while modeling and thinking aloud reading strategies. In the Shared Reading portion, the teacher and students will read a text together. Reading and writing strategies are introduced using the gradual release method. From there you will have the Guided Reading/Writing period where teachers will monitor students reading and writing behaviors, providing scaffolding as needed. Independent reading and writing are done with interest based text, and finally word study. During the word study component the teacher and students examine discuss and reflect on patterns and meaning of words.

## Balanced Literacy Overview



**Say:** So you have to understand the whole balanced literacy component before you can get into the Shared Reading. This part of your lesson should only last between 15-30 minutes. The teacher and the students are reading an instructional level text together. The teacher is going to provide explicit instruction while modeling with the text and gradually release responsibility for the students to show they are able to apply the skill independently. The use of graphic organizers plays a big role as well as group turn and talk activities. The text can also be read more than once with a different reading strategy focus each time.

# Shared Reading

The teacher and students read instructional-level text together and participate in collaborative learning opportunities daily.

- ◆ The teacher reads text while students follow along, then students gradually join in by reading chorally, boy-girl, or partners.
- ◆ The teacher provides explicit instruction through modeling reading strategies, gradually releasing responsibility.
- ◆ The teacher uses short text with a skill or strategy focus, ensuring every student has a copy of the text.
- ◆ The teacher exposes students to multiple reads (1-3 days) of the text while setting a new purpose each time.
- ◆ The teacher incorporates graphic organizers and reading responses, along with turn and talk strategy.



**Say:** Now let's see the breakdown of a Shared Reading Lesson. **Note:** Read from the slide.

## Step-By-Step Procedure

### Preparation

- ◆ Select appropriate text based on level, interest, and skill
- ◆ Premark stopping and thinking points
- ◆ Prepare anchor chart

### Lesson Introduction

- ◆ Activate prior knowledge
- ◆ Preview text/Give brief description (hook)
- ◆ Introduce vocabulary
- ◆ Name and define skill (include learning intention)
- ◆ Explain why readers use the skill (include essential question)
- ◆ Set a purpose (revisit learning intention)

### I Do

- ◆ Read the text while modeling fluency
- ◆ Model how to apply the skills (think-aloud)
- ◆ Chart thinking using graphic organizer or written responses
- ◆ Restate the purpose (revisit learning intention)

## Step-By-Step Procedure

### We Do

- ◆ Teacher and students practice the skill together (reading and writing)
- ◆ Continue to think aloud
- ◆ Utilize turn and talk strategy
- ◆ Ask critical thinking questions
- ◆ Prompt students to provide text evidence
- ◆ Incorporate SOL Question Stems



### Closure

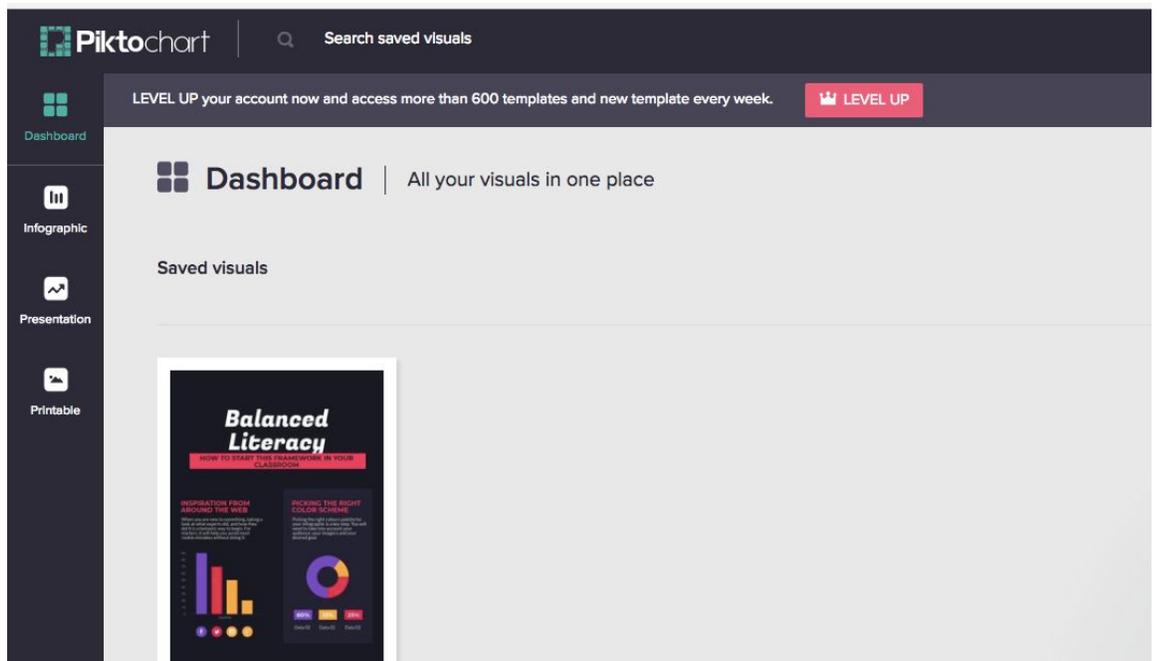
- ◆ Connect back to purpose
- ◆ Reflect
- ◆ Check for understanding/ formative assessment
- ◆ Include success criteria and explain independent practice

**Say:** This is balanced literacy and shared reading in a nutshell. Does anyone have any questions or comments. Note: Answer any questions and allow comments. (5 minutes)



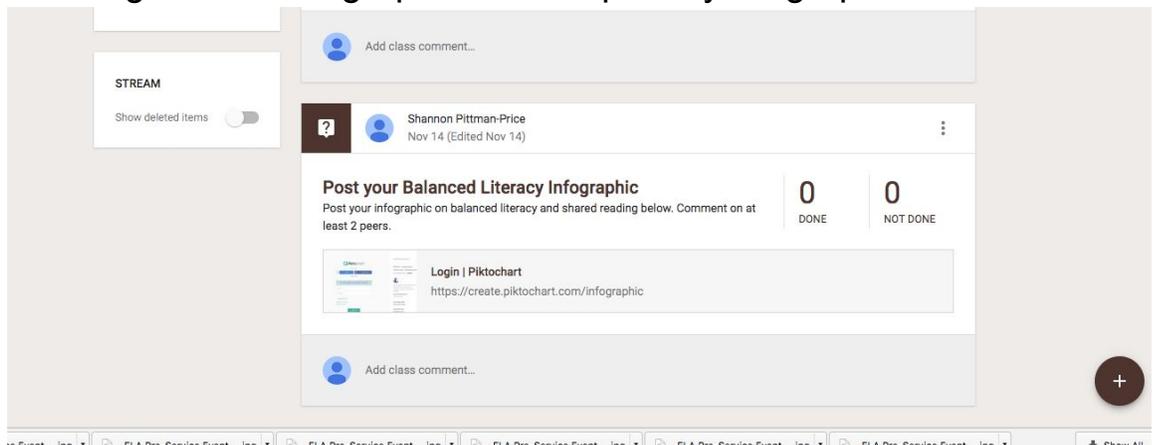
Note: Now the learners will show what they know based off your presentation. They will use any notes that they have taken as well. They will use their laptops to go to Picktochart ([www.picktochart.com](http://www.picktochart.com)) From there they will, log in with their school Google Account. They will choose a template and create an infographic that explains the Shared Reading/Balanced literacy part. This is a formative assessment.

**Say:** Now you are going to show me what you learned about balanced literacy and shared reading. You will be creating an infographic that tells the importance of balanced literacy and shared reading. You will be creating this in Picktochart. Everyone go ahead and log into Picktochart.com. You will Log in with your school Google account. It is pretty straight forward. You can choose a template and add information. You will have 15 minutes to complete.



Note: Choose 4 students to come up and share their infographic. All students will submit their infographic through Google Classrooms.

**Say:** I want you to go to Google Classrooms. You are going to log in to this class. Once you are at the Google Classrooms class click on the plus sign and add this Class Code **ebqz393**. Once you add the course go to the Infographic link to upload your graphic.



**Note:** Ask for volunteers to come up and share their infographic. Choose 4 students. This should take no longer than 6 minutes.



Note: Pass out sticky notes to every student. Have them write down on the sticky note how they feel now about the balanced literacy and shared reading approach.



**Say:** On the provided sticky note, write down how you feel about the new balanced literacy/Shared reading approach. When you are done you can stick it on the chart paper in the front of the room. This will conclude today's lesson. When you have completed that you may leave.

## Module 2: Critiquing and Creating a Shared Reading Lesson



**Class Length: 1.5 hours**

## Introduction

In this second module, you will show the learners three videos of teachers currently using the Shared Reading model in their classroom. The teachers will take notes on a Critique Sheet and then begin a whole group discussion. After the discussion, you will need to introduce the shared reading lesson plan template and examples of short texts. You will The purpose of this module is to show the learners the Shared Reading Lesson in a real live classroom and allow them to create their own Shared Reading Lesson Plan

## Objectives:

1. The learner will be able to identify the components of a shared reading lesson as evidenced by a written critique and analysis of a full modeled lesson.
2. The learner will be able to select appropriate short texts for Shared Reading and identify the skill that can be taught as evidenced by mapping out the skills on the text.

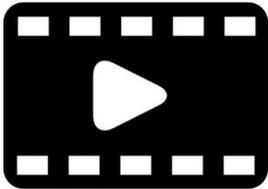
## Materials Needed

- Shared Reading lesson Videos
- Charged Laptops
- Sample Short Texts
- Lesson Plan Template
- Small Sticky Notes



**Note:** In this second class you will welcome learners back to class. You will revisit the chart paper and answer any questions that was put up with stickies from the last class.

**Say:** Welcome back! Today we are going to see Shared Reading in action and tackle creating our own Shared Reading lesson with the grade level teams. But, first are there any questions from last class. I will go ahead and see what questions were asked at the end of last class. (Read any questions and address with the class whole group.)



**Note:** You will be showing 2 videos of different teachers implementing a Shared Reading Lesson at the middle school level.

**Say:** Today we are going to take a look at 2 teachers implementing a Shared Reading lesson. While we are viewing the video you will be completing a critique sheet. (Note: You will notify the learners that the critique sheet is in their handout packet.) You should be taking notes on the notes page for Shared Reading Videos page in your packet. You will find the Critique sheet after the notes page.

StartNotesNoes

## Critique Sheet

Directions: You will be viewing two video clips of teachers successfully implementing the Shared Reading Lesson. You will dissect and critique the videos below.

**Teacher's Name:**

**Text Used:**

**Lesson Focus:**

1. How did the teacher activate prior knowledge?
  
2. How did the teacher preview the text and introduce vocabulary?
  
3. What skill was defined for the text?
  
4. Did the teacher read the text and chart thinking based on the focused skill?
  
5. How did students and teacher's practice the skill together?
  
6. What collaborative strategies were implementing
  
7. How was the lesson closed and the student's assessed?
  
8. Was the lesson effective? How do you know?

**Note:** Show students the videos and pass out the critique sheet.



**Note:** After the video, open the floor for discussions. Have the students discuss how they felt about the lessons or what did they notice.

**Say:** Now that you have completed your critique sheet. Turn to your neighbor and discuss your findings.

**Note:** Come together whole group and share out.



Note: Now you will be modeling how to write a Shared Reading lesson. You will actually be modeling how to annotate an article to prepare for shared reading and share the lesson plan template.

**Say:** Now that you have seen a lesson in action, I am going to model how to write a lesson plan for a shared reading lesson. The first text that we are going to read is a short story called The Five Dollar Dive by Yvonne Perry. The focus skills will be on plot elements.

The first thing I am going to do is read the story aloud for enjoyment first. (Read the story out loud to the learners.) Now I'm going to read it again and model and do a think aloud. (Model the think aloud focusing on elements of plot, initiating event, rising action, climax, falling action and resolution. All of the answers are on the completed narrative elements chart. Write down the information on the projected story on the board.)

Note: After you have completed the think aloud and annotation of The Five Dollar Dive, you will then model how to complete the lesson plan. The lesson plan can be found in the Participants Guide.

**Say:** You have seen how to annotate the information in the story. Now you will go through and create your lesson plan. This lesson planning sample sheet (display on the board) will help ensure that you have every component of shared reading in your lesson.

For your Word Analysis portion, you need to pick out words from the story that your students may have trouble with before you begin reading. Take those words, show pictures and explain the definitions. For example, in this story the vocabulary words can be stevedore, breadfruit trees, uke, jung-kena-po'd, crevices, guavas and bamboo clumps. These words are essential to the story and in a lesson, I would go through each word's definition, provide a picture and show them the sentence from the story that uses the word.

After you do your word analysis, you will pose a guiding questions or set a purpose for reading. For this story, we will reading for plot

elements. You will read the story and as you come across the answers with your students you will identify the plot elements and reason why for the initiating event, exposition and first 2 events in the rising action. Now, that will be the lesson for the first day. For the next day in your lesson you will review plot elements and the answers you discovered for the next day. Then you will release the students to complete independent practice. They are going to complete the narrative elements graphic organizer first with your answers from the previous day and then complete the rest with a partner. (in Appendix).

For the third day you will review the story for another skill. The skill can be text dependent questions and then you release the students to respond to those questions. The fourth day lesson will be an assessment of the story.

This is the basis of a week of shared reading lessons.

(Answer any questions.)

Metacognitive and Comprehension Strategy:

\_\_\_\_\_

Week of:

\_\_\_\_\_

ell in er -10 in)	<b>Reading (30-45 min)</b>			
	<b>Word Analysis, Metacognitive Strategies, and Comprehension Strategies</b>			
	Word Analysis : (10 min) Intro	Shared Reading: (25 min) META & COMP (Intro and use with new text)		
	Word Analysis : (10 min) Review	Shared Reading: (15 min) META & COMP (Review and use with same text)	Independent Practice: (20 min)	

	Word Analysis: (10 min) Review	Shared Reading: (15 min) COMP (same text)	Independent Practice: (20 min)		
	Read Aloud: (10 min) VOCAB & COMP	Shared Reading: (15 min) COMP (same text)	Independent Practice: (20 min)		
	Read Aloud: (10 min) VOCAB & COMP	Shared Reading: (15 min) META & COMP	Independent Practice: (20 min)		



(Now you will allow teachers to get in their grade level teams to craft a lesson plan)

**Say:** Now that you have seen how to create a shared reading lesson plan, I want you to go ahead and choose a story that you read in your classroom and design a lesson. You will be working with your grade level teams and will use the Shared Reading lesson plan template (Template found in participant guide.)

Allow teachers time 35 minutes to create their lesson plan.

**After the time has passed say:** Now I want you post your lesson plan around the classroom. We are going to do a gallery walk and comment on one another's lesson plans. (Allow time for teams to post their lesson plan. )

**Say:** Now, I want you to take some sticky notes on your table, and go around and look at the lesson plans posted. Any comments you have you will write on the sticky note and post to the lesson plan.

(Allow time for responses and then come together whole group and discuss the findings.)

**Say:** Now your next task will be your homework. Your homework will be to make any changes you want based on our discussion on your lesson plans. Before our final class meeting, you will give this lesson to your students and record yourself. Devices will be provided to you from your principal if you need it. You will upload your video file to our Google Classrooms and come prepared to discuss and critique one another's lessons. I want you to watch at least 3 lessons that have been uploaded to the board. (Give a due date prior to the next class to have video lessons uploaded.)

## Module 3: Giving a Shared Reading Lesson and Reflection



**Class Length: 75 minutes**

## Introduction

In this third module, you will open the floor for discussion and reflection of their experience with planning and executing a shared reading lesson. The teachers will team up with a different group and discuss the videos that they watched in the Google Classrooms. After the discussion, you will open up the floor for everyone to discuss their experiences. Then they will complete a reflection sheet. The purpose of this module is to allow the learners to share their experiences, ask any unanswered questions, and reflect on the process.

## Objectives:

1. The learner will be able to discuss their experience about planning and executing a Shared Reading lesson as evidenced by small group and whole group discussion.
2. The learner will be able to reflect on their experience, as evidenced by completion of the Reflection Handout.

## Materials Needed

- Charged Laptops
- Internet Access
- Small Sticky Notes
- Reflection Handout



**Say:** Welcome back! I have enjoyed watching your videos in our Google Classrooms format. (Choose a video ahead of time that you thought was perfect and show the class.) I want to show you a video lesson that executed the Shared Reading plan flawlessly.



**Say:** (Explain what was great about the video.) Now, today's class will be more of discussion and reflection. I want you to get into a group with people you have not been with. I then want you to talk about the video lessons you watched. Critique the video. Did they follow the Shared Reading format? What worked? What didn't work? What improvements can be made? What was done greatly?  
(Allow students to get into groups and discuss. Circulate the room and listen in on comments.)

**Say:** Okay times up. Let's come back together whole group. Who wants to share? (Open the floor up for individuals to share. Have them talk about the videos they saw and then their own experiences. )

After the discussion portion; have students complete the Reflection Sheet in their Participant's Guide.

## Reflection Sheet

Directions: Think about your experience with your Shared Reading Lesson. Complete the questions below based on your experiences.

1. What did you think about the lesson planning process?
  
  
  
  
  
  
  
  
  
  
2. What struggles did you have in planning the lesson and resources? Is there anything you would do differently?

3. What was your favorite or least favorite part about the lesson?

4. Do you think your lesson was successful? Did your students grasp the concept? How do you know? Explain.

5. How do you think your delivery of the lesson went? Anything you would do differently or improve on? Explain.

6. What do you think you were really successful at in the entire process? Explain.

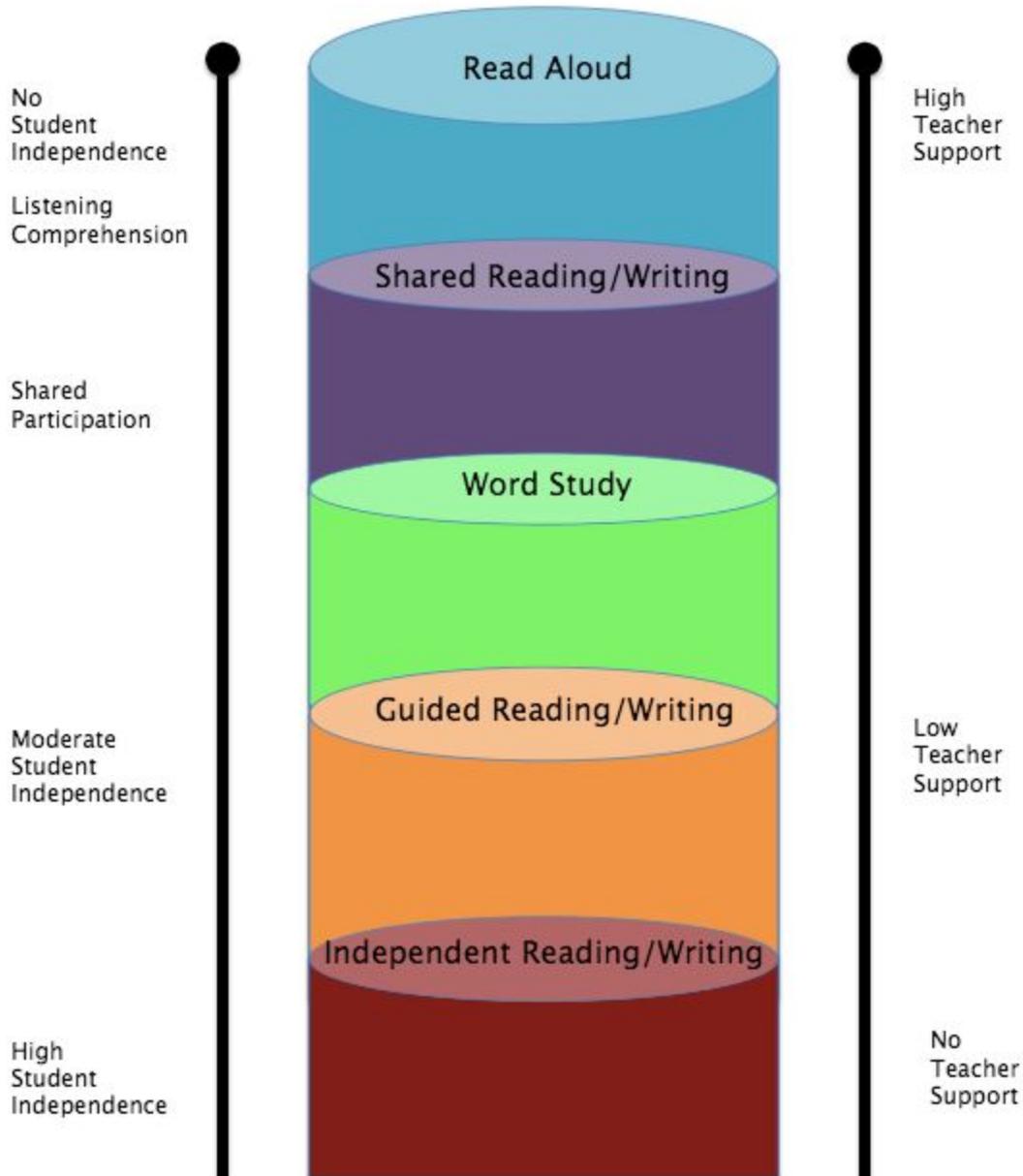
**Say:** Thank you for your participation in this course. It has been a pleasure and everyone did a wonderful job on their lessons. Continue to practice, especially in your grade level teams this approach in your classroom. Thank you again and please complete the Survey sheet before you leave.

# Appendix

## Balanced Literacy H

### Balanced Literacy Approach

Reading, Writing, Listening, Communicating, Collaborating, Creating, Critical Thinking



andout



### Read Aloud

Teacher reads text aloud while modeling and thinking aloud reading strategies.

- Develops vocabulary.
- Promotes a love for reading.
- Models fluent reading.
- Develops active listening.
- Demonstrates reading strategies using the think-aloud process while students listen.
- Engages students in thought-provoking discussions.
- Exposes students to higher-level text.

### Shared Reading/Writing

Teacher and students read text together. Reading and writing strategies are introduced using the gradual release model.

- Provides explicit instruction through modeling reading and writing strategies.
- Provides time for students to respond to text in oral and written forms.
- Exposes students to reading text several times (1<sup>st</sup> read-teacher, 2<sup>nd</sup> read-choral read).
- Utilizes short, relevant text.
- Engages students in collaborative dialogue using turn and talk strategy.

### Word Study

Teacher and students examine, discuss, and reflect upon the patterns and meaning of words. Students learn to transfer word knowledge to reading and writing. Instructional focus includes multisyllabic words, roots and affixes, synonyms, and antonyms,

- Develops decoding, spelling, and vocabulary.
- Provides differentiated instruction based on spelling and vocabulary development.

### Guided Reading/Writing

Teacher monitors students' reading and writing behaviors, providing scaffolding as needed. Instructional-level text is used during reading.

- Provides an opportunity for students to practice reading and writing strategies while teachers give immediate feedback.
- Strengthens students' needs using differentiated lessons (strategy and reading-level based groups).
- Utilizes graphic organizers, sticky notes, etc.
- Collects anecdotal notes to guide instruction and student progress.

### Independent Reading/Writing

Students read and write independently. Independent-level and interest-based text is used during reading.

- Apply proficient reading and writing behaviors independently.
- Respond to text through writing and discussing.
- Participate in one-on-one student writing conferences with teacher after independent practice, providing meaningful and specific feedback.
- Utilize writing rubric and checklist to self-monitor.
- Collaborate during writing using peer editing.

## Critique Sheet

Directions: You will be viewing two video clips of teachers successfully implementing the Shared Reading Lesson. You will dissect and critique the videos below.

**Teacher's Name:**

**Text Used:**

**Lesson Focus:**

1. How did the teacher activate prior knowledge?
2. How did the teacher preview the text and introduce vocabulary?
3. What skill was defined for the text?
4. Did the teacher read the text and chart thinking based on the focused skill?
5. How did students and teacher's practice the skill together?
6. What collaborative strategies were implementing
7. How was the lesson closed and the student's assessed?
8. Was the lesson effective? How do you know?

## Lesson Plan Sheet

Metacognitive and Comprehension Strategy: \_\_\_\_\_

Week of: \_\_\_\_\_

	<b>Bell Ringer (5-10 min)</b>	<b>Reading (30-45 min) Word Analysis, Metacognitive Strategies, and Comprehension Strategies</b>					
<b>M</b>		Word Analysis: (10 min) Intro	Shared Reading: (25 min) META & COMP (Intro and use with new text)				
<b>T</b>		Word Analysis: (10 min) Review	Shared Reading: (15 min) META & COMP (Review and use with same text)	Independent Practice: (20 min)			
<b>W</b>		Word Analysis: (10 min) Review	Shared Reading: (15 min) COMP (same text)	Independent Practice: (20 min)			
<b>R</b>		Read Aloud: (10 min) VOCAB & COMP	Shared Reading: (15 min) COMP (same text)	Independent Practice: (20 min)			
<b>F</b>		Read Aloud: (10 min) VOCAB & COMP	Shared Reading: (15 min) META & COMP	Independent Practice: (20 min)			

## Five Dollar Dive Resources

### The Five-Dollar Dive

by Yvonne Nelson Perry

**(#1)** They brought the guy out at four Saturday afternoon.

They had him on a stretcher, wrapped in a gray blanket. It must have been a job, bringing him down that rough trail from the falls. The men carrying him were dripping in sweat.

As I stood by the ambulance, watching them load up, Jojo appeared at my side.

“A tourist,” he snickered. “Shoulda stayed in Waikiki.”

Pock-faced Jojo, only fourteen, but already bigger than my father, a stevedore on the Honolulu docks.

Everyone says Jojo is slow, you know, in the head, but he manages to get money and school lunches away from the rest of us kids.

That’s why I’m here. Jojo bet me I couldn’t dive off the top of the falls.

Diving at the falls is dangerous. If you don’t know what you’re doing, you get hurt. Like that tourist. You see, there’s this big rock that juts up from the pool’s bottom. It’s right where you land when you dive off the different ledges. If you go off the lower ones, no problem. You don’t go under that deep. You dive off the higher ones, you better know exactly where that underwater rock is or you’ll hit it head-on.

Checking out the rock’s position is tricky. The water in the pool is dark unless the sun’s shining on it. Even then, you can barely see the shadow of that monster under there. Sometimes when I dive, I have to shift back and forth, back and forth, squinting, until I see it.

**(#2)** Anyway, today is the day. Dive off the top of the falls or give Jojo five bucks. You don’t tell Jojo what the best is, he tells you. Remember, he’s bigger than the rest of us, and you never know what he’s going to do. One day, Benny Sato wouldn’t give Jojo his sushi, so Jojo picked him up and threw him over the schoolyard fence. Benny broke his arm when he landed on it wrong; he told the school nurse he was goofing around and fell.

Now, Jojo grabbed my shoulder and pushed me toward the trail that led to the falls.

“Come on, Packy. Dive time,” he said.

“Maybe the falls are closed, Jojo. You know, because of that guy.” I jerked my thumb toward the ambulance easing out of the dirt parking lot, no siren necessary.

“What’s the matta’, kid? You afraid?”

To show him I wasn’t, I raced for the trail. At that moment I wasn’t afraid of diving, I was afraid of Jojo.

The trail rises gradually as it winds through the narrow valley, thick with ginger and ti. Breadfruit trees crowd out the sky, making the trail dark. It always smells like rotten guavas and something else. The guys pee in the bamboo clumps along the way; I guess the girls do it in the pool.

We pounded up the half-mile trail; I could hear Jojo behind me, grunting as he ran flat-footed over the muddy footpath.

As we rounded the last bend, I heard the roar of the waterfall. When I broke out into the open area near the pool, some of the kids from school were in the water. Other were sitting around, strumming ukes, kicking back.

“Hey, Packy!” You see the guy?”

“Man, you shoulda been here.”

They crowded around, all giving details of the diving accident at once.

Jojo appeared a few moments later. Everyone fell silent; they must have remembered the bet. Only Jojo’s sister, Kalei, sunning with the older girls, called to him.

“Show ‘em how, Jojo!” she said. She stood on the far bank, wet white tee shirt clinging to her nut-brown body.

Older than her brother, Kalei couldn’t wait for Jojo to play football so she could fool around with the team. The football coach wanted Jojo this year, but Mr. Price, our principal, said eighth-grade boys couldn’t play. The other teams were glad; bad enough he was going to start next year.

As Jojo strutted over to me, I looked up at the falls. Water tumbled down fifty-five feet, making a foamy circle where it hit the pool. The white water calmed down quickly, however, as the circle widened. When it reached

the edges of the pool, it lapped softly against smooth mossy rocks.

"Let's go, Pack Rat."

Jojo elbowed me and pointed to the top ledge. Nodding, I took off my shirt, tossed it aside, and dove in. I swam across the pool to the rocks beside the falls, pulled myself out of the water, and started to scale the lava cliff.

Jojo was right behind me.

Looking for handholds and crevices for my feet took all my attention. The falls cascaded a few feet away, spraying me with a fine cool mist. Stopping to rest, I glanced down and saw everyone looking up at us. I couldn't hear them, I only saw their mouths open and shut, open and shut.

Jojo grabbed one of the ankles.

"Chickenin' out?" he shouted up at me.

I jerked my foot away in answer and started climbing again. A few more feet and I scrambled onto the topmost ledge. I had never been this high before. I didn't stand up until Jojo was beside me. On the same downstroke, Jojo held out two fingers: scissors to cut my paper.

**(#3)** I had to dive first.

I turned and faced the pool.

Stepping forward, I gripped my toes over the slippery edge. With knees slightly flexed and arms raised, I got ready to dive.

Peering down, I tried to locate the underwater rock. I couldn't see its shadow anywhere.

I stepped back from the edge and turned to Jojo.

"I can't find the rock," I told him.

"You're just chicken, man," he said, sticking his neck out like one.

"We're diving too late, Jojo."

"You're chicken, man."

"That guy's accident made us get up here too late."

"Like I said, Pack, you're chicken."

"There's no sun on the water, Jojo."

"Chicken!"

"Jojo, I can't see the rock!"

"You lose, buddy! You owe me!"

He punched a fist into my chest.

I went down on one knee, lost my balance, and tumbled head-first off the ledge.

As I fell, a gust of wind blew through the kukui trees surrounding the pool. Silver-green leaves fluttered, the last rays of afternoon sun hit the water.

**(#4)** I saw the shadow of the rock.

As I plunged through the dark surface of the water, I twisted my body to one side.

It was ice cold, blind-black underwater.

I kept my arms extended, trying to protect myself from the rock.

Then I brushed against it, my hands sliding down its slimy side.

I pushed away. I was safe, home free.

Heart pounding, I clawed my way back up to the surface.

Bursting upward into the light, I grinned with relief and waved my arms wildly at the cheering crowd around the pool.

"Way to go, Pack! Way to go!" they said.

Even Kalei stood and clapped.

Treading water, I gulped a mouthful and blew a stream skyward.

Now Jojo would owe me five bucks if he didn't follow me down.

"You did it, Packy! You did it!" someone shouted.

Swimming to the side of the pool, I suddenly realized I didn't want Jojo's money. I just wanted to do something better than him.

I climbed out of the water and turned to look up at the ledge.

"No!" I shouted.

Jojo was already in motion, doing a perfect swan dive through the still air.

They brought him out at six that evening.

## Narrative Elements

Name: \_\_\_\_\_

TITLE: "Five Dollar Dive"

Author: Yvonne Nelson Perry

Characters	Jojo, Packy
Setting	Time period: present Place: Hawaii, the falls, Duration: one day
Conflict(s)	External- individual vs individual Jojo vs. Packy Jojo, the bully, bet Packy five dollars to dive from the top of the falls,
<u>Initiating Event</u> (The event that introduces the central conflict—sometimes before the story begins)	"Jojo bet me I couldn't dive off the top of the falls." page 275
<u>Rising Action</u> —  (Conflicts/Obstacles that get in the way of the main character)	<ul style="list-style-type: none"> <li>• Packy thought about how dangerous diving at the fall is because of the big rock that jut's up from the pool's bottom. (page 275)</li> <li>• Packy remembers how JoJo broke Benny Sato's arm for going against what JoJo told him to do. (page 275)</li> <li>• As Jojo and Packy approached the falls, kids from school gave the details of the tourists diving accident earlier that day. (page 277).</li> <li>• Packy told Jojo it was too late to dive because he couldn't see the rock and JoJo called him a chicken and punched him causing Packy to fall off the ledge into the water. (pages 278-279)</li> </ul>
Climax	As Packy fell into the water, he saw the rock and adjusted his body to safely land in the water. (page 279).
Falling Action	<ul style="list-style-type: none"> <li>• Jojo would owe Packy five dollars if he didn't dive. (page 279)</li> <li>• Packy realized he didn't want JoJo's money, he just wanted to do something better than him. (page 279)</li> </ul>
Resolution	Jojo, the bully, died when he dove into the water (page 279)
Theme	The wrong you intend for others may come back to you.

