Shared Reading

Materials
• *Kitten's First Full Moon*
  • Teacher copy
  • Student text books

California Common Core Standards
• RL.1.2 "Retell stories, including key details, and demonstrate understanding of their central message or lesson."
• SL.1.1 "Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups."
• S.L.1.2 "Ask and answer questions about key details in a text read aloud or information presented orally or through other media."
• S.L.1.6 "Produce complete sentences when appropriate to task and situation."

Objective: Students will be able to make predictions and determine if their predictions were correct by the end of the story.

Vocabulary: another, climb, full, leap, lucky, through, poor.

Anticipatory Set: "Today we will read the story *Kitten's First Full Moon* aloud as a group. We will practice making predictions. Who can tell me what a prediction is? (Guessing what will happen next based on what we already know.) First let's make a predictions about what the story will be about based on what we see on the cover page.

Input/Procedure:
• Read the story aloud all together as a group.
  • If some students have a hard time pronouncing a word, pause at the end of the page, and go back to practice saying it. If it is a vocabulary word, define it and repeat the sentence.
  • Each time the statement "Still there was the little bowl of milk, just waiting" comes up in the story, read it aloud the same way so that the students can practice fluency.
    ‣ Same with "Poor Kitten!"
• Pause on page 13 and ask the students to make their first prediction: What do you think Kitten will do? Why?
  ‣ Read the next two pages, then ask the students if their prediction happened.
• Read through to page 21, and pause again to make some predictions.
  ‣ Think-Pair-Share
  ‣ Read the following pages to see if the prediction was correct.
• Make another prediction after reading page 27.
  ‣ Think-Pair-Share
  ‣ Read the following pages to see if the prediction was correct.
• Make final Prediction on page 31. Have the students tell you a few ideas so that you can quickly find out on the next page.
• Have the students retell the story to their partner.

- Student with the bigger class number retells first.
- Tell the students when to switch.

Assessment Plan
- Listen to the students read aloud
- Ability to make predictions based on what they have already read
- Listen to pair-share

Closure:
- I was listening to all of you retell the story, and you all did a great job. Who can tell me what happened first? Next? Last?
- What are some words you learned how to pronounce today?

Adaptations
- **EL students:** Have the students re-read the book aloud to a partner to practice fluency.
- **Accelerated students:** Select a student to lead the group in the read aloud, so they could model fluency, and switch students every page or so.