



Summary

This book provides information about how to handle different situations when sharing is involved. The book informs the reader about what it means to share and how learning to share makes you a better person and friend.

Guided Reading Level	Lexile Level	100th word	Total Word Count
C	BR	N/A	79

Standards:

Common Core Language Arts

- With prompting and support, identify the main topic
- With prompting and support, ask and answer questions about unknown words
- With prompting and support, describe the relationship between illustrations and the text

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Use pronouns to engage readers Use question marks Use a variety of ending techniques	Determine important supporting details Connecting text to self using prior knowledge Asking questions	Using picture clues Self-monitoring and self-correcting Locating known and unknown words	equipment family play share team turns

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Sharing** – Introduce **Sharing** by looking at the cover photo and starting a discussion about what they know about sharing and what they think the book might be about.
Suggested questions to facilitate introductory conversation:
 - *What do you already know about sharing?*
 - *Do you have to share with anyone? When are there times when you have to share? Do you like it?*
3. Skimming and Scanning **Sharing** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - *Look at the text on pg. 4. Why do you think the words share and family are in bold? Direct students to the glossary in the back of the book.*
 - *Look at the picture on pg. 11. What is happening in this picture?*
 - *Locate a word in bold in the text that you do not know. Look up that word in the glossary. What does it mean?*
 - *Which words in the glossary are new to you? Which words do you already know?*
 - *Give each student a sticky note before they read. Ask them to mark something they found interesting or new to them with the sticky note.*
4. Reading **Sharing** – Students read independently or with a partner.

5. After reading **Sharing** – Open the conversation with a question that relates to the comprehension strategy of determining important supporting details. After a brief conversation about the contents of the book move to questions that support your lesson focus.
Suggested after reading content connection questions:
 - *What are some important supporting details in this book?*
 - *Can you provide an example of what it means to share?*
 - *Do you think it is important to share with friends? Family? Classmates?*
 Suggested after reading lesson focus prompts:
 - *I noticed (student's name) using (reading strategy) while you were reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)*
 - *Did you think about what you already knew about sharing to help you while you read? Tell us about it.*
 - *Did you use the glossary when you got stuck? Tell us about it.*
6. After Reading Application for **Sharing** – Have students complete the reproducible Vocabulary Development. This reproducible will have students writing a glossary word in one box, a definition in another, a picture in another, and a personal association in the last box.



Name: _____

Date: _____

Sharing

Directions: Write a glossary word in the first box marked Word. In the Picture box create an illustration that represents that word. In the Definition box write your own definition of the word. In the Personal box write something that will remind you of this word or characteristics of this word.

Word	Picture
Definition	Personal