



# Shared Reading



## Baboon's Nest

## Another Mother

## Lily O'Lee

### Dear Moon

Dear Moon,  
 Sometimes you're big,  
 like a monster ball.  
 And sometimes  
 you're hardly  
 there at all!  
 You hide your face  
 from the world below.  
 Why do you do it?  
 And where do you go?

### Rolling Rumble

There was a rolling **rumble**,  
 and the ground began  
 to **quiver**!  
 The leaves on the trees  
 and the grass began  
 to **shiver**!  
 There was a rolling **rumble**,  
 and the wind began  
 to **whooze**.  
 The birds in their nests  
 were blown from the trees.

There was a rolling **rumble**,  
 that went drumming  
 through the air.  
 It was just a giant tramping  
 in the hills somewhere.



# Getting to Great

**Shared reading** is a compelling, interactive activity, but just because a book is large in size doesn't mean that it is rich in effectiveness. **Key Links Literacy Shared Readers and Poetry Cards** were written to get students engaged, energized, and to help them take shared reading time further.

**Key Links Literacy Shared Readers and Poetry Cards** contain all of what makes shared reading time so effective:

- ✓ Specially designed materials contain **large illustrations, colorful words, and vivid imagery.**
- ✓ The **teacher and students** read the text **together.**
- ✓ Students are focused on **active participation** and engaging in **rich discussions** about **authentic, powerful themes.**
- ✓ The classroom energy is **energetic** and **fast-paced.**
- ✓ **Higher-order, thought-provoking questions** are posed frequently and throughout the reading.
- ✓ **Rhyming, repetitive text** reinforces letter-sound concepts and **grade-level vocabulary.**
- ✓ Texts are **written with intention** and focus on **one critical element each day, over a span of 5 days.**

## Shared Reading



# A Difference that Matters

With **Key Links Literacy Shared Readers and Poetry Cards**, you'll marry rhythmical, rhyming texts with targeted discussion and support your students in developing the oral literacy and fluency they need to become **great thinkers**.



**Key Links Literacy does the heavy lifting for you.** With rhythmical, rhyming texts and rigorous, focused discussion, teachers and students take shared reading time further. Fast-paced lessons engage, energize, and light the fire for reading.



**ThinkLinks™ Panels** featured in **Key Links Literacy Shared Readers and Poetry Cards** provide instructional prompts and higher-order thinking questions that help teachers determine what to touch on lightly and what to dive into more deeply.



**Key Links Literacy Shared Readers and Poetry Cards** feature rhythmic, rhyming chunks of language that activate the brain and make it easier for children to create connections for memory.



Based on the best practices identified by Don Holdaway, **Key Links Literacy Shared Readers and Poetry Cards** feature a 5-day lesson plan that delivers targeted practice and reinforcement in critical areas of literacy development.





# Shared Readers



**Enjoyable, rhyming text** invites children to join in and makes reading memorable.

**ThinkLinks Panels** focus instruction for teachers and provide direct support in delivering shared reading lessons.



Baboon went . . .  
**Slap! Slap! Slap!**

So Eagle went . . .  
**Snap! Snap! Snap!**

Off came feathers,  
off came hair,

*whirling  
twirling*  
in the air!



DAY 4

- Select a focus:
- Make a circle with a pointer around the B in Baboon. Ask the students: Why does this word have a capital letter?
  - Make a circle around the letter F in feathers. Ask the students: What is the name of this letter? What sound does it make? What other words do you know that start the same?
  - Make a circle around the letter S in slap. Ask the students: What sound do these two letters make? Repeat with snap.
  - Write slap on the board. Change the S to C. Ask the students: What word have I written now? Repeat with t/tear/fell.
  - Say the phonemes in the word slap (sl-a-p). Ask the students: What sounds do you hear? Write the sounds on the board. Ask the students to say them.

**Special illustrative texts** bring the words and story to life.

**Illustrations** draw readers in with **vibrant colors** and **humorous characters**.

## Five-Day Instructional Plan

Daily, repeated readings—each session with its own focus

- ▶ **Day 1: Comprehension** The teacher reads the book aloud to students for enjoyment.
- ▶ **Day 2: Extending Vocabulary** Students join in the reading and focus on important words.
- ▶ **Day 3: Fluency** Students attend to print conventions and special aspects of the page that influence how the reading sounds.
- ▶ **Day 4: Phonemic Awareness, Phonics, and Word Study** The whole class reads the text aloud with the teacher and then discusses important word parts.
- ▶ **Day 5: Response** Students respond to the text through retellings, dramas, creative continuations, paintings, drawings, and collaborative books.

# Poetry Cards



## Computer Care

I am careful what I touch,  
I am careful what I click.  
I never let my finger  
click the mouse too quick.  
Animals wild,  
animals mean,  
are lurking there  
behind the screen.  
Imagine if I clicked  
just by mistake,  
and out from the screen  
lunged a rattlesnake.  
So I'm careful what I touch.  
I'm careful what I click,  
and I never, ever **ever**  
click the mouse too quick.



## Computer Care

### DAY 1: Comprehension

Introduce the title of the poem, *Computer Care*.  
Look at the illustration.  
What do you think this poem could be about?  
What clues in the illustrations help you know the boy is feeling frightened?  
Do you think this poem could be about something real?  
Why do you think that?

Read the poem to the students.  
Use the punctuation and the other visual clues (bold font) to read the poem with the correct expression and emphasis.

Ask students:  
Where is the warning in this poem?  
Do you think the warning is about something real? Why do you think that?  
Do computer users really have to be careful what they click on? Why do you think that?

Ask students what questions they would ask the boy. They can use *How*, *Why*, *When*, *Where*, *What*.

### DAY 2: Vocabulary

Read the poem to the students again.  
Now get the students to read it with you out loud together.

Focus on the words: *lunged*, *lurking*.  
Ask the students what these words mean and what other words could have been used instead.  
Act out the words *lunged* and *lurking*.

### DAY 3: Reading with Fluency

Put a circle with your finger around a period, comma and bold font.  
Ask students what these are for.  
Now read the poem out loud again, making sure the students use the punctuation and other clues to read with expression.

### DAY 4: Reinforcing Phonics/Phonemic Awareness

Read the poem out loud together.  
- Write the words *lurking* and *clicked*. Underline the suffix.  
- Erase the suffix.  
Ask students:  
What are the base words of *lurking* and *clicked*?  
What other word in the poem could we add the suffix -ed or -ing to (touch)?  
- Write the words there and too on the board.  
What other ways can we spell there and too?

### DAY 5: Creating

Read the poem out loud together.  
Clap the rhythm of the poem.  
Make a tune or a rap for the poem.  
Move to the poem in some way.

Each child needs to have a copy of the poem from the blackline master glued into his or her own notebook.  
Encourage them to illustrate the poem in their own way.

## Key Links Poetry

2

by Jill Eggleton



## Five-Day Instructional Plan

Just like our *Shared Readers*, *Poetry Cards* feature a ThinkLinks™ panel that supports daily, repeated reading with point-of-use instructional activities that vary from day to day.

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## Whimsical poems that pack a powerful punch!

### Grade K

*Poetry Cards* and *Shared Readers* at this grade level introduce simple, rhythmic language, illustrative text, and chances to apply literacy skills in critical areas like comprehension and phonemic awareness.

### Grade 1

*Poetry Cards* and *Shared Readers* at this grade level increase word count and sentence length while furthering Grade K concepts in comprehension, vocabulary, phonics, and phonemic awareness.

### Grade 2

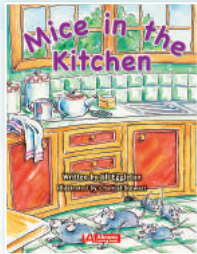
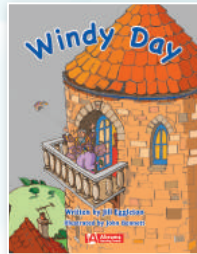
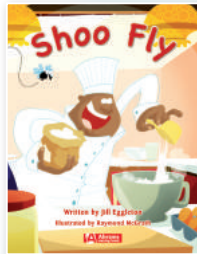
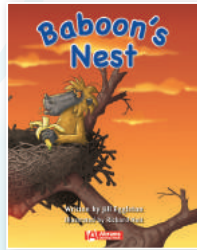
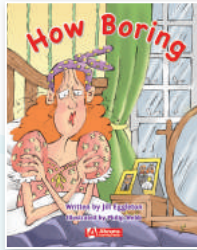
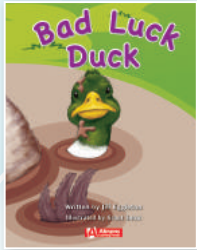
*Poetry Cards* and *Shared Readers* at this grade level give children practice with longer sentences, more words, and more sophisticated phonemic awareness activities.



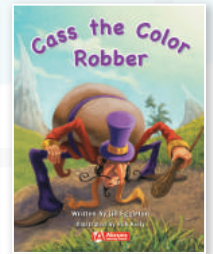
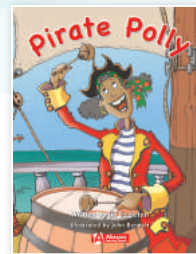
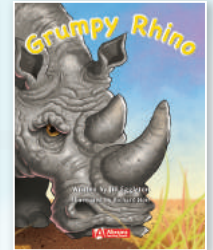
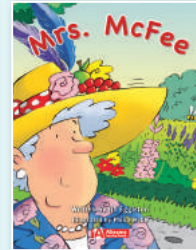
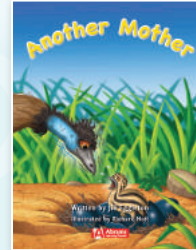
# Shared Readers



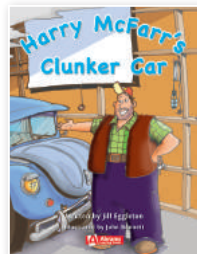
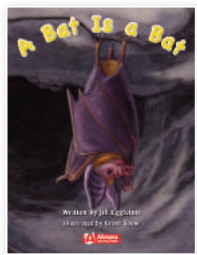
## KINDERGARTEN



## GRADE 1



## GRADE 2



## GRADE 3

