



Shared Reading for All

A sample lesson for teaching early childhood educators how to use the practice to teach all learners during targeted reading lessons.

Abstract

In this toolkit, the Shared Reading strategy is described including ways to support all learners using Universal Design for Learning (UDL) principles. An example assignment with a sample Shared Reading lesson plan is provided for instructors and trainers to use when supporting early childhood educators in learning the practice.

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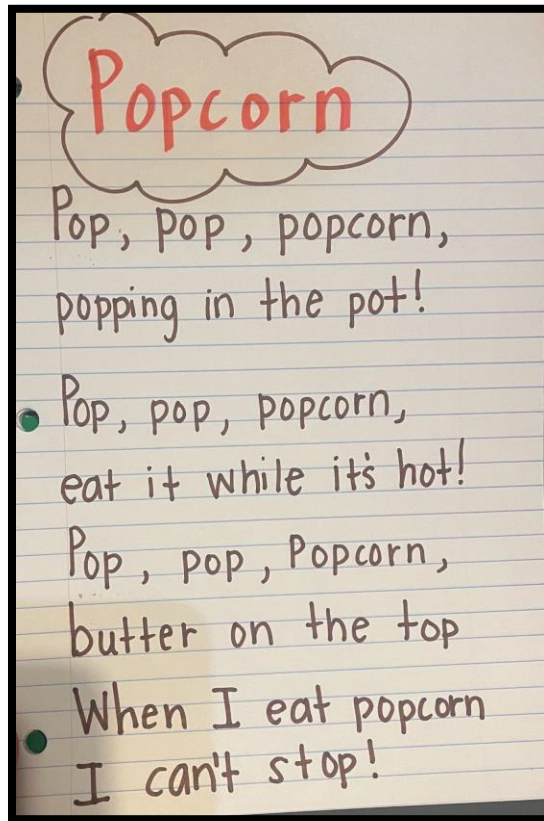
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What is Shared Reading?

Shared reading is a powerful teaching tool that has been used to support students' foundational skills and develop a love for learning. Studies have indicated that shared reading can be used as a tool to develop concepts of print, phonological awareness, and word/letter knowledge (Rvachew et al., 2017; Zucker et al., 2013). Poems, songs, or rhymes are all materials that can be used for shared reading.

Text selection in shared reading is key. If teachers are working with early readers, texts should be big to ensure that all students are able to read the text. Texts should be simple, particularly if focusing on early print concepts. Digital texts can also be used for shared reading (Rvachew et al., 2017).

Sample Shared Reading Text



What Does Shared Reading Look Like in Practice?

There are different routines that can be implemented for shared reading. In this sample routine, the teacher introduces the texts, invites students to read along, and then revisits the texts to focus on the target skills.

1. Introduce the text.
2. Read it and invite students to join in the reading of all or some parts of the text.
3. Revisit the text to focus on a target skill.

Ways to Support Diverse Learners When Using Shared Reading As An Instructional Tool

Keep in mind as you plan your Shared Reading lesson that our early childhood classrooms are increasingly diverse with learners who have varying strengths, needs, experiences, and abilities. Thus, your lesson must keep in mind the different kinds of learners, movers, and thinkers, so that you effectively engage and teach all of your students. Consider using the principles of Universal Design for Learning (UDL) (Collado, 2021; Rapp, 2014) as a guide when preparing your Shared Reading lesson. UDL principles transform a standard lesson into an interactive, multisensory experience that motivates young learners, connects to their prior experiences and interests, and provides them with multiple entry and exit points to learning (Brand & Dalton, 2012). Thus when planning your lesson keep these three principles in mind and begin with scanning your class of learners and noting all of their collective and individual interests, learning styles (visual, auditory, kinesthetic, tactile, musical), and current skills. This landscape information will guide the individual scaffolding strategies you choose to integrate into your lesson by choosing multiple ways to:

- 1) Engage students - by tapping into or building prior knowledge and meaningful experiences that are connected to the cultural and linguistic lives of your students like showing a video related to the story or presenting story boxes with objects related to the story; plan ways for peers to interact like Turn and Talks or games; and set goals for the reading lesson.
- 2) Represent the information within your lesson- by planning a multisensory experience using manipulatives, chants, or movement; language supports such as word walls, pictures/icons, or highlighting key words; and visual organizers like venn diagrams or T-charts.
- 3) Express their ideas so you can assess their understanding- by offering different ways to show what they know such as through physical movements like hand signals or mini white boards; providing supports to communicate like pictures, choices or more advanced assistive and augmentative communication (AAC) tools; and breaking down expectations and tasks into manageable steps like holding up on your fingers how many things students need to do then providing directions to and simple key words to match those steps.

To learn more UDL strategies, see the UDL Guidelines graphic organizer (CAST; <https://udlguidelines.cast.org/>) and the UDL Goalbook toolkit (<https://goalbookapp.com/toolkit/v/strategies>).

Sample Shared Reading Assignment for Pre-Service Teachers

Directions: You will need to script a shared reading lesson and think about what you will say and do. You will be teaching the shared reading lesson in class to your peers. This will be an opportunity for your classmates to provide feedback. You will use feedback from peers to analyze your teaching. You will also write a 1-page reflection on your teaching. Use the lesson plan reflection prompts as a guide for your reflection.

Explicit Teaching	What you will do (purple denotes sample language)	What You Will Say
Build background knowledge or access prior knowledge for the content.	Introduce the book and the author and link to prior experience or prior knowledge. Turn and talk to engage students (UDL strategy). Hand signal to show when they're ready (UDL strategy).	Today we're going to read <i>What Can We Share</i> by Brenda Parkes. I want you to take a minute and think about what you think this book is going to be about. What are some things we can share? Turn to your partner and share one idea. When you're ready place your thumbs up at your chest.
Pre-Reading: What will you do before the text is read?	Review the concept "Rhyming words" and how we produce those words. Hold up rhyming word card from the word wall (with pictures of hat and cat and the end of the words underlined) (UDL strategy).	Can someone tell me what a rhyming word is? Can you give me an example?
Before Reading		
<p>Explanation & Modeling of Targeted Strategy/Skill:</p> <p>Explain what the strategy/ skill is called.</p> <p>Explain why readers use this strategy/skill.</p> <p>Explain when in the reading process (before, during, or after) the reader would use this skill.</p>	Rhyming is the skill that is being targeted. Practice identifying rhyming words using hand signals - thumbs up for yes, thumbs down for no (UDL strategy).	<p>Rhyming words are our target today. Readers use this skill to help you detect/distinguish word segments (the ending sounds).</p> <p>Rhyming words are words that sound the same at the end and in a lot of cases their endings have the same spelling.</p> <p>Let's practice a few using our hand signals. If you think it rhymes, then show me a thumbs up at your chest like this. If you don't think it rhymes then do a thumbs down like this. Okay ready? [provide 3 rhyming words and 2 non-rhyming words]</p>

During Reading		
<p>Reading of the text: explicit teaching and think aloud of the skill and practice.</p>	<p>I will emphasize the 2nd word of the rhyming pair. For example: “What can we do on this bright, blue day? What can we do on this day or PLAY?” (page 2) I will have the students participate in reading every other page in the book (choral reading).</p>	<p>Let’s get started! What Can We Share? By Brenda Parkes. *begin reading</p> <p>As we read this story, be thinking about the rhyming words that are in it and also be thinking about some words you come up with. [Model an example.]</p>
After Reading		
<p>After-Reading: How will the students respond or explore after the reading? Will they participate in word work? Will they do a comprehension activity?</p>	<p>Model saying rhyming words and highlighting in story. Call students to the front to use the highlighting tape to mark rhyming words in the story (UDL strategy). Call on students to share the rhyming words they produced on their own. Write their ideas on an anchor chart and underline the ending that rhymes (UDL strategy).</p>	<p>Now that you have a good grasp of rhyming words and how to identify them, you can use rhyming words to figure out other words. Knowing the spelling of one word can help generate the spelling of another word if you’ve identified them as rhyming words.</p> <p>Raise your hands and I will call on students to come up to use the highlighting tape and place it over the rhyming words. Now I want you all to tell me some of the words you came up with! [Write these words on chart paper]</p>
<p>Closing: Have the students explain what the strategy/ skill is called and why good readers use this strategy/skill. Describe when in the reading process the reader would use this skill. Would it be before, during, or after reading?</p>	<p>I will ask the students about the skills discussed in the lesson. Allow students to point to the anchor chart or word wall card as a response (UDL strategy). Play Rhyme Time game (UDL strategy).</p>	<p>Can someone tell or show me what the target of this lesson was? Can someone else tell me what the (rhyming words) are? As a reader, you can use this skill while you’re reading by identifying and after you have read by thinking of words that rhyme with some of the words in the story.</p> <p>NOW let’s play a game! I’m going to say two words and if they rhyme you say Rhyme Time!</p>

Reflective Questions After the Shared Reading Lesson

Use these reflection questions to reflect after teaching your lesson.

- How did you design your shared reading lesson to actively involve ALL students in the reading process?
- Explain the impact of the strategies and skills you emphasized **before, during, and after** reading.
- If you taught this lesson again, what would you change?
- Are there certain ways you might promote more student engagement in the lesson?

Resources to Learn More About Shared Reading

Resource	Description
Reading Rockets Article: "Shared Reading"	This article provides an overview of shared reading. The article also provides a description of how to use shared reading as well as a video example of a shared reading lesson in a kindergarten classroom.
Literacy Instruction for Students with Significant Learning Disabilities: Shared Reading	This resource provides an overview of shared reading. It also provides strategies for providing structured shared reading interactions.

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