



*“And a thought occurs to him: Maybe you can’t really know
anyone just by looking at their face.”*

*—Milo Imagines the World by
Matt de la Peña and Christian Robinson*

Converse About Comprehension—Fiction

Reading Between the Lines and Beyond the Page

In the opening quote of this chapter, Milo ponders, “Maybe you can’t really know anyone just by looking at their face.” The same is true for a book. Children can’t really know a book just by reading the words. Comprehension, deep understanding, lets readers see into the heart of a book. To become skilled at reading between the lines and beyond the page, learners need support and challenge in equal parts. That is why the blend of read-aloud experiences and short bursts of shared reading are a winning combination. During read aloud, you read for pleasure and, through lively conversations, co-create understanding. Shared reading interactions nudge children to dig deeper and reach higher—to make sense of the inner workings of the written word. The book experiences in this chapter will guide your students to get to the heart of books by doing the following:

- Describe and understand characters
- Study story structure
- Engage in illustration study
- Predict using evidence
- Visualize using senses and feelings
- Ponder point of view
- Read between the lines

When you choose to extend the read-aloud experience or provide opportunities for learners to innovate on the text after a shared reading interaction, you nudge them to think beyond the book. Considering the questions, “Where can this book lead me next? What action might I take based on what I’ve read or heard?” Use the ideas in this chapter as you peer into the hearts of books with your learners. Trust that with each question and silent pause, you are supporting your students in becoming the kind of reader who looks inside themselves and asks, “What does this book mean to me?”



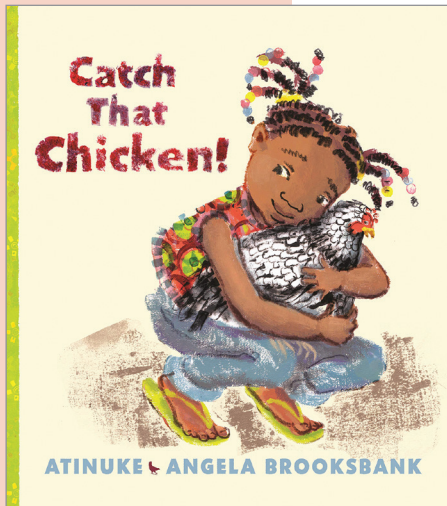
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Menu of Shared Reading Interactions

Book Title	Shared Reading Focus 1	Shared Reading Focus 2
<i>Catch That Chicken!</i> (Atinuke, 2020)	Listen for Sounds: Alliteration	Reread for Fluency: Read With Excitement!
<i>Rocket Says Clean Up!</i> (Bryon, 2020)	Ponder Punctuation: Exclamation Marks = Strong Feelings	Notice Writer's Craft Moves: Blending Fiction and Nonfiction
<i>The Purple Puffy Coat</i> (Boelts, 2020b)	Wonder About Words: Adjectives	Reread to Boost Comprehension: Notice the Turning Point in a Story
<i>The Pirates Are Coming</i> (Condon, 2020)	Match Letters to Sounds: Short- <i>i</i> Word Families	Reread for Fluency: Join in on Repeated Parts
<i>Simon at the Art Museum</i> (Soontornvat, 2020)	Reread to Boost Comprehension: Use Pictures and Words to Infer	Notice Writer's Craft Moves: How Dialogue and Inner Thinking Help Readers Understand Characters
<i>Lift</i> (Lê, 2020)	Reread to Boost Comprehension: Real Versus Make Believe	Notice Illustrator's Craft Moves: Graphic Format Illustrations
<i>Thank You, Omu!</i> (Mora, 2018)	Wonder About Words: Synonyms	Read to Boost Comprehension: Infer the Big Idea
<i>Harold Loves His Woolly Hat</i> (Kousky, 2018)	Reread for Fluency: Big and Bold Print	Reread to Boost Comprehension: Identify Character Traits
<i>My Papi Has a Motorcycle</i> (Quintero, 2019)	Wonder About Words: Onomatopoeia	Notice Writer's Craft Moves: Repetition
<i>Milo Imagines the World</i> (de la Peña, 2021)	Wonder About Words: Sensory Words and Phrases	Notice Illustrator's Craft Moves: Showing a Character's Inner Thoughts
<i>I'm Sticking With You</i> (Prasadam-Halls, 2020)	Listen for Sounds: Rhyming Words	Reread for Fluency: Emphasize Italicized Words
<i>We Love Fishing!</i> (Bernstein, 2021)	Wonder About Words: Contractions	Reread for Fluency: Pay Attention to Punctuation
<i>Outside In</i> (Underwood, 2020)	Wonder About Words: Compound Words	Reread to Boost Comprehension : Use Pictures and Words to Infer
<i>Big Papa and the Time Machine</i> (Bernstrom, 2020)	Reread to Boost Comprehension: Understand Point of View	Notice Writer's Craft Moves: Repeated Sentence

My Favorite Texts and Resources for Comprehension–Fiction

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Read-Aloud Experience: Consider Characters' Actions

Book Title: *Catch That Chicken!* (Atinuke, 2020)

About the Book: Lami is the speediest chicken catcher in her West African compound. When Lami is in hot pursuit of a feathery fowl, the villagers warn her with “Sannu! Sannu!” which means “Take it easy!” Lami, too intent on chicken catching to heed their warning, falls and sprains her ankle. Fortunately, Nana Nadia reminds Lami that she can still be the best chicken catcher by using her wits rather than her speed. Detail-oriented learners will enjoy retracing Lami’s path to catch the chicken on the two-page spread of the compound.

To find a book like this one, look for the following:

- Energetic and resilient main characters
- Settings that expand students’ worldviews



Comprehension Conversation

Before Reading

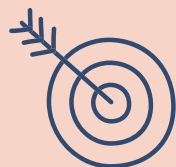
Notice the Cover Illustration

This book cover has clues that will help you predict what might happen in this story. Notice the exclamation mark at the end of the title. Do you suppose the author wants us to read the title like this [read *Catch That Chicken!* aloud with a monotone voice/no expression] or like this [read *Catch That Chicken!* aloud with excitement]? The picture gives you a hint as to who might be trying to catch the chicken. Share your prediction with a friend.

Set a Purpose: Have you ever tried to catch a running animal? Did you catch it? [Listen to a few students’ responses.] In this story, we will meet a character who likes to catch chickens. We’re going to notice and think about her actions so that we can describe her to people who haven’t read the book yet.

During Reading

- **Title page:** The author tells us that this story is set, or happens, in West Africa [locate and display West Africa on a digital or physical map or globe]. In this story, when people say the word *sannu* it means “take it easy.”
- ***And Lami catches her!* page:** What have we learned about Lami so far? As we continue reading, notice what Lami does to be the best chicken catcher.
- ***One day Lami chases a chicken through the pen* page:** Let’s talk about Lami’s actions—the things she does. What makes her good at catching chickens? [She likes chickens, she doesn’t give up, she’s speedy, fast, and brave.]
- ***She sprains her ankle so badly . . .* page:** Oh no! Can you predict what Lami will do now? What would you do if you were in the same situation?



Learning Targets:

- I learn about characters by noticing their actions.
- I use what I learn to describe characters.

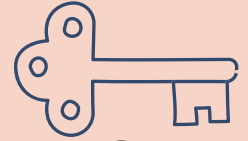
After Reading

- If you were going to tell someone about Lami, how would you describe her? [Nudge learners to use adjectives rather than retell events in the story. Prompt them to use adjectives by saying, “Lami is . . .”]
- Lami’s goal was to catch chickens. What lessons have you learned from Lami that you can use when working toward your goals?



Extend the Experience

- As we read *Catch That Chicken!* we used Lami’s actions to help us identify her personality traits. Let’s jot some of Lami’s traits on this character trait tree. I will put out copies of character trait trees in case you want to notice a character’s traits in other books you’re reading. See *Character Trait Tree Response Page* located on the companion website (resources.corwin.com/shakeupsharedreading).
- Be an Observer! Oviparous Animals: Did you know that a chicken is an oviparous animal? In the Observer Center, you’ll find books and other sources to help you learn more about oviparous animals. Your challenge is to:
 - Figure out the characteristics of oviparous animals.
 - Choose an oviparous animal that is interesting to you and create a diagram to teach us about that animal.



Key Vocabulary and Kid-Friendly Definitions:

- *luckily*: when something happens by a happy chance
- *lunges*: jumps or leaps toward someone or something
- *snatches*: quickly grabs something

_____ **Lami** is ...

Character Trait Tree

speedy

brave

smart

patient

Name _____

Character Trait Tree Chart for Lami from Catch That Chicken!

_____ is ...

Character Trait Tree

Name _____

Character Trait Tree Reproducible Response Page



Oviparous Animals Chart

Similar Titles

● **Watch Me (Richards, 2021)**

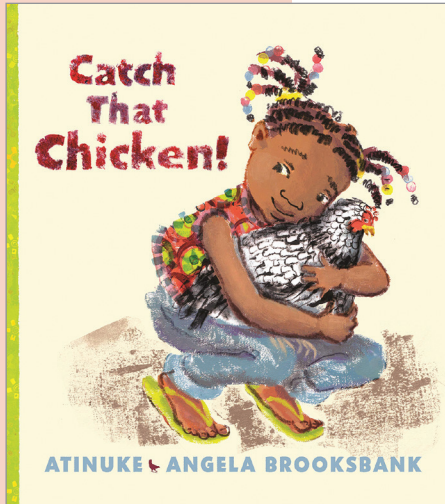
About the Book: Based on the true story of Doyin Richards’s father, readers meet Joe, who emigrated from Sierra Leone to America in pursuit of his dreams. Whenever Joe encounters doubters or challenges, he persists while saying, “Watch me.” In the end, he becomes a doctor. [See book experiences in Chapter 1 on pages 42–45.]

● **Wherever I Go (Copp, 2020)**

About the Book: A young girl who calls herself Queen Abia has lived in the Shmelba Refugee Camp in Northern Ethiopia for seven years. Whether pumping water or playing with friends, she approaches life playfully with a blend of imagination and hope. Her positive outlook continues as she is resettled. Readers will love Abia’s spirit and energy. Backmatter includes information and resources about refugees and resettlement.

My Favorite Texts and Resources for Studying Characters

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Short Bursts of Shared Reading: *Catch That Chicken!*

Focus 1—Listen for Sounds: Alliteration

Before Reading

Set the Stage: As we reread *Catch That Chicken!* we are going to train our ears to listen to the beginning sounds of words.

During Reading

Investigate Key Pages

My Turn

Lami leans! page: [Reread page aloud, emphasizing the beginning sounds.]

What do you hear? [The beginning sound of each word is /l/.] Listen to

how these words sound. When authors repeat the beginning consonant sound, it is called *alliteration*. I think repeated consonant words are fun to say or read.

Our Turn

We're going to play a silly sound game. Let's change the first sound in each word to /p/. We'll say the words together to hear what it sounds like when we change the first sound:

Lami leans! → Pami peans!

Lami lunges! → Pami pungenes!

Lami leaps! → Pami peaps!

Now we're going to try it with a different consonant sound! [Continue playing the silly sound game with other consonant sounds that are familiar to your students.]

Your Turn

Take turns with your neighbor and change the beginning sound by replacing it with the first sound in your name. [If time and interest permit, repeat the conversation about alliteration on the *But Lami scrambles speedily* page.]

After Reading

Nudge Toward Independence

Listening to and playing with sounds help grow your reading brains. When you're writing, you can choose words with the same beginning sound, or use alliteration, to make your sentence fun to say.

Focus 2—Reread for Fluency: Read With Excitement!

Before Reading

Set the Stage: When I read aloud to you, I practice so that I can read as if I am the character talking. This helps me imagine what is happening in the book. Let me show you!

During Reading

Investigate Key Pages

My Turn

Catch 'am, Lami! Catch, 'am!" shouts Brother Bilal page: Listen to me read aloud this page. What do you notice? [Discuss the fact that you read it in a cheer-like manner because each sentence ends in an exclamation point.]

Our Turn

Catch 'am, Lami! Catch, 'am!" shouts Brother Bilal page: Now let's reread the same page together. Pay attention to how your words sound. Pretend you are in the compound cheering for Lami to catch the chicken!

Your Turn

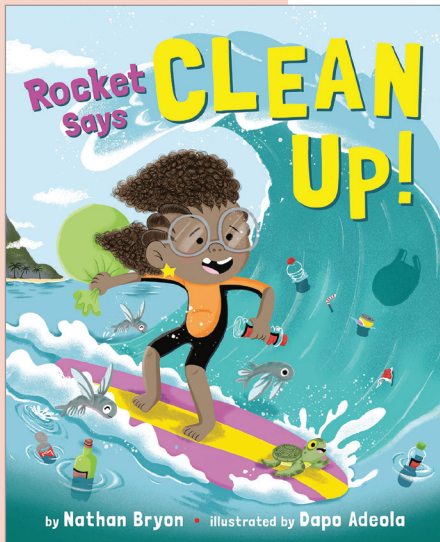
One day Lami chases a chicken through the pen page [and the five pages that follow]: Remember this part of the story? This is when everyone is warning Lami to take it easy by shouting, "Sannu! Sannu!" I'm going to point to the words *Sannu! Sannu!* as you read them the way you imagine the villagers would say them. Here we go!

After Reading

Nudge Toward Independence

Readers pay attention to the author's signals, like exclamation marks, to help them read with expression. When you notice a character in a story is talking, look at the punctuation marks and remind yourself to read the words like the character would say them.

Innovate on Text: *with lots and lots of chickens* page: Remember this two-page spread where we could see all of the places Lami chased the chickens? Think about drawing a scene like this that shows all of the places in one of your stories. Your scene might be real or imagined. You could also draw a picture like this to plan out a story by showing all of the places your character will go.



Read-Aloud Experience: Connect Characters' Actions to Character Traits

Book Title: *Rocket Says Clean Up!* (Bryon, 2020)

About the Book: In this follow-up to *Rocket Says Look Up!* (Bryon, 2019), Rocket and her family are traveling to a tropical island to visit her grandparents. Rocket's grandparents give whale-watching tours and run an animal sanctuary. When Rocket finds a young turtle tangled in plastic, she enlists the help of fellow beachgoers to clean up the trash. Unlike her brother, who is glued to his cell phone, Rocket's emotions and energy jump off every page.

To find a book like this one, look for the following:

- Characters whose actions clearly reveal their personalities
- Books with an environmental message

Comprehension Conversation

Before Reading

Notice the Cover Illustration

Do you notice anything out of place on Dapo Adeola's bright, colorful cover? [There's trash in the girl's hand and in the water.] If we combine what you've learned from looking at the cover illustration with the title *Rocket Says Clean Up!* I bet you have some predictions about why Rocket is telling people to clean up. Ask a friend about their prediction.

Set a Purpose: While reading to find out if people listen when Rocket tells them to clean up, we're going to look for clues in Rocket's actions that help us learn more about her personality.

During Reading

- *I can't wait to help!* page: Give me a thumbs up if you would like to work in an animal sanctuary. On this page, I see that Rocket is helping her Grampy. That action shows me that Rocket is *helpful*.
- *I pick her up gently . . .* page: Look at Rocket's face. Can you infer how she is feeling? Why do you suppose she's feeling that way? [Perhaps because she cares about the turtle.] If she's sad because the turtle is hurt, that shows us that Rocket is _____. [Caring, kind.]
- *CLEAN!* page: How has Rocket's mood changed? What caused this change to happen?
- *Theresa's mom makes awesome bins for trash . . .* page: How would you react if something you did ended up in the news? Stand up and show me with your face and body.

After Reading

- What do you notice in the background on the last page? [A whale's tail.] Why do you think the illustrator included that detail?
- What is something you might do differently after hearing this story?



Learning Targets:

- I learn about characters by noticing their actions.
- I use what I learn to describe characters.
- I connect characters' actions to character traits.



View the author reading *We Are Water Protectors* aloud at resources.corwin.com/shakeupsharedreading



Extend the Experience

- **Character–Trait–Clues:** As we were reading, we used Rocket’s actions as clues to figure out her character traits. A trait is a characteristic that makes someone or something unique. What are some of Rocket’s traits? [Helpful, kind, caring, determined, proud . . .] Let’s use the Character–Trait–Clues chart to record what we learned about Rocket’s personality. You can use the same chart to record the traits of characters in the books you’re reading. See *Character–Trait–Clues Reproducible Response Chart* provided on the companion website (resources.corwin.com/shakeupsharedreading).
- **Take action!** In this story, Rocket takes steps to clean up the beach. After talking to her Grumpy about the plastic problem, Rocket does three things. First, she tells people about the dangers of plastic on a beach. Next, she gathers a group of volunteers. Finally, she uses beach-friendly recycling bins that Theresa’s mom designed by reusing the plastic. Is there something that you see happening that you want to change? Here are three ways to take action:
 - Inform: Teach others about the issue.
 - Invite: Find others who will join you in the work.
 - Innovate: Think of creative ways to solve the problem.

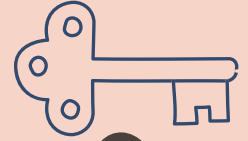
Similar Titles

● *Stand Up, Speak Up* (Joyner, 2020)

About the Book: In this story, which is told entirely in two-word sentences ending with the word *up*, we meet a little girl joining a climate change rally. After an uplifting day, she returns home and becomes discouraged when watching environmental disasters on the news. Unable to sleep, she makes a plan. With her parents in tow, she speaks at a town hall meeting and invites her community to join the cause. The final gatefold spread depicts a variety of ways the community members pitch in to help the environment. Backmatter includes brief bios of young people who are supporting the climate change revolution.

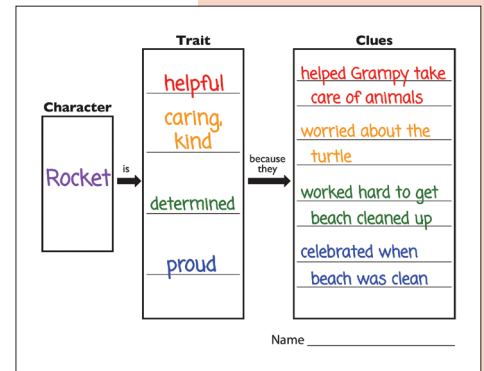
● *We Are Water Protectors* (Lindstrom, 2020)

About the Book: This Caldecott Award-winning book depicts a young girl’s bravery in standing alongside her community as the “black snake,” in the form of an oil pipeline, threatens the water. This call to action from Indigenous author-and-illustrator team Carole Lindstrom and Michaela Goade includes backmatter written by both creators that contextualizes the narrative tale.

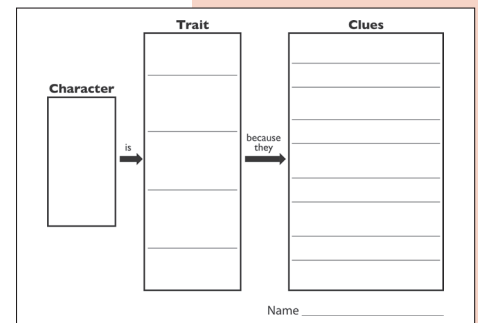


Key Vocabulary and Kid-Friendly Definitions:

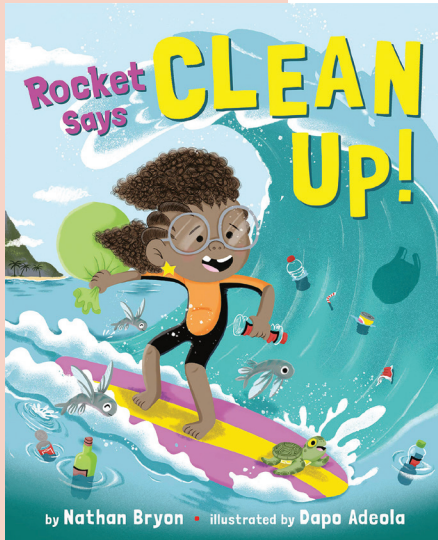
- *release:* to let something go free
- *rescue:* to take away from something unsafe
- *tangled:* twisted or knotted



Character–Trait–Clues Co-Created Chart for Rocket from Rocket Says Clean Up!



Character–Trait–Clues Reproducible Response Page



Short Bursts of Shared Reading: *Rocket Says Clean Up!*

Focus 1–Ponder Punctuation: Exclamation Marks = Strong Feelings

Before Reading

Set the Stage: [Display an exclamation mark.] Does anyone know what mark this is and what it tells us as readers? Yes! An exclamation mark or exclamation point signals that the person talking has strong feelings. Let's infer how Rocket is feeling and read the sentences that end with exclamation marks the way the Rocket would say them.

During Reading

Investigate Key Pages

My Turn

But first it's time to surf! page: After looking at Rocket's face and seeing how much fun she's having, I'm inferring she's excited, so I'm going to read the sentences ending with exclamation marks with a lot of energy.

Our Turn

Then Mom and I build a HUGE sandcastle! page: There are two sentences that end with exclamation marks on this page. How do you suppose Rocket is feeling when they're building the sandcastle? Let's read the sentence together with excitement. Now, look at the words "OH NO!" They also have an exclamation mark after them, but Rocket doesn't look excited, does she? That means we have to read them in a different way. Ready? Pretend you're Rocket and you just found that baby turtle. Read, "OH NO!"

Your Turn

As the day goes on, more and more people join page: Now it's your turn. I'm going to read the sentence without any emotion, and you have to look at the picture and reread it the way you imagine Rocket would say it. [Read the sentences with exclamation marks on the next few pages in a monotone voice. Invite children to look at pictures to figure out how Rocket is feeling before rereading the sentences with expression. Continue as engagement and time permit.]

After Reading

Nudge Toward Independence

Let's think about what we learned today. What do you know about exclamation marks that you didn't know before? How will what you learned today help you when you're reading and writing?

Focus 2—Notice Writer’s Craft Moves: Blending Fiction and Nonfiction

Before Reading

Set the Stage: Do you remember the difference between fiction and nonfiction texts? Sometimes authors blend the two types of texts together into one book. That’s what Nathan Bryon did in *Rocket Says Clean Up!* Let me show you!

During Reading

Investigate Key Pages

My Turn

I’m gonna be . . . page: In the text, Rocket is talking about all the things she’s going to do on vacation. Then, in the speech bubble that reads, “DID YOU KNOW . . .” we learn a fact about Imani Wilmot. I didn’t know who she was, and now I want to find out more. For me, reading this fact made my brain think in a different way. It added a little extra to the story.

Our Turn

DID YOU KNOW . . . page: We’re going to tag team read this page. You read *DID YOU KNOW . . .* and I’ll read the fact. Notice how adding these facts to the story impacts you as you’re reading. What did you learn? Do you like having facts tucked into the middle of the story, or would you prefer them at the end? Talk about that with a friend.

Your Turn

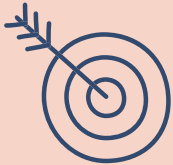
If you were going to pick another page to add facts, which page would it be? [Invite a student to choose a page in the story where they might add facts. Turn to the page they’ve selected. Brainstorm what kind of facts they could add. Write the ideas on sticky notes and place on the page. Continue with a few more learners. Place the book in the classroom library so others can add their ideas and thinking.]

After Reading

Nudge Toward Independence

Sometimes readers think a book has to be either fiction or nonfiction. Today we saw that a book can blend the two together. So, while we were enjoying a story, we also learned some facts. As you’re reading other books, notice how authors blend fiction and nonfiction. Think about how that impacts your reading experience. If it makes sense in a story that you’re writing, you might add a fact or two.

Innovate on Text: In this story, Rocket and the beachgoers work together to clean up the plastic. Cleaning up trash is one way to help our environment. Can you think of other ways? [Collaborate with learners to brainstorm a list that might include ideas like recycle, plant trees, ride your bike, turn off water, and so on.] If you were going to create a book like this one, what would your title be? My title would be *Dr. Walther Says Turn Off the Lights!* Write your title on a sticky note or in your notebook; it might give you an idea for your own story.



Learning Targets:

- I remember the characters, problem, and solution in a story.
- I talk, write, or draw about the characters, problem, and solution in a story.

Read-Aloud Experience: Identify Story Elements

Book Title: *The Purple Puffy Coat* (Boelts, 2020b)

About the Book: Beetle is eager to give Stick Bug a purple puffy coat for his birthday. So eager, in fact, he can't even wait for Stick Bug's big day. Although Beetle believes the coat is "showy and glorious," readers can infer from Stick Bug's expression and actions that he doesn't feel the same way. When Beetle finally comes to the realization that Stick Bug is unhappy with his gift, he gives Stick Bug a new gift—a note stating that he no longer needs to wear the coat.

To find a book like this one, look for the following:

- Straightforward plots with clearly identifiable story elements
- Friendship stories



Comprehension Conversation

Before Reading

Notice the Cover Illustration

Often the cover gives you a preview about what might happen in the book. What do you see on this book cover? [Two bugs wearing coats and leaves falling around them.] Notice the green bug's face. Can you infer how he is feeling?

Back Cover Blurb

If we flip the book over, we can read the back-cover blurb to learn more. [Read the blurb aloud.] After reading the blurb, we know the names of the characters, and we also have a clue as to why Stick Bug has such a sad expression on his face.

Set a Purpose: In many stories, the main character has a problem or tries to reach a goal. We've already found some clues that help you predict the possible problem in this story. Let's read to find out if your predictions match what Maribeth Boelts was thinking and to see how the character solves, or fixes, the problem.

During Reading

- *Beetle handed Stick Bug a big box* page: Hmmm! What do you suppose is in the box? Notice how looking carefully at the cover led you to make a more accurate prediction!
- *Stick Bug encased himself in a purple puffy coat* page: What is the problem? [Stick Bug doesn't like the coat.] Can you tell how Beetle feels about the coat? What are the clues?
- *"OH, NO!" wailed Beetle* page: What has beetle *finally* figured out? Why do you think it took him so long to realize that Stick Bug didn't like the coat?
- *"I have something for you," said Beetle* page: How did Beetle solve the problem?

After Reading

- What are some lessons Beetle learned about gift giving and friendship?
- Next time Beetle is going to give someone a gift, what might he do differently?



Extend the Experience

- As readers, it's important to remember the characters, problem, and solution of a story. To do that, we're going to draw a picture and label those parts of *The Purple Puffy Coat*. Then, for an extra challenge, think about another possible solution and add that to the *Character, Problem, and Solution Reproducible Response Page* located on the companion website (resources.corwin.com/shakeupsharedreading).
- Think about someone special you know. What would you give that person for their birthday? Draw a picture of that gift.

Similar Titles

Frog and Beaver (James, 2017)

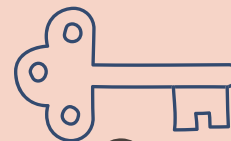
About the Book: Frog and his friends live happily together by the river until Beaver makes a gigantic dam and displaces them. When the dam breaks, Frog saves Beaver's life. Beaver repays Frog's kindness by rebuilding the animals' homes and making a much smaller dam.

Something's Wrong! A Bear, A Hare, and Some Underwear (John, 2021)

About the Book: Jeff, the bear, has a nagging feeling that there is a problem, but he just can't figure out what it is. So he asks his trusted friend, Anders, the rabbit. Anders tells Jeff the truth—he's outside wearing underwear. Anders then stands by Jeff's side when the other animals question his clothing choice.

Characters	
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↓	
Problem	
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Solution	Another Possible Solution
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Name _____	

Character, Problem, and Solution Reproducible Response Page



Key Vocabulary and Kid-Friendly Definitions:

- *admiring*: looking at someone or something you really like
- *dashed*: moved fast
- *glumness*: a feeling of sadness



View the book trailer of *Something's Wrong!* at resources.corwin.com/shakeupsharedreading



Short Bursts of Shared Reading: The Purple Puffy Coat

Focus 1—Wonder About Words: Adjectives

Before Reading

Set the Stage: An adjective is a word that describes a noun (or pronoun). Writers use adjectives to tell what kind (sensory adjectives) or how many (number adjectives). When we read adjectives, we are better able to understand how something looks, sounds, tastes, or smells.

During Reading

Investigate Key Pages

My Turn

“IT’S A PURPLE PUFFY COAT!” said Beetle page: As we’re rereading these two pages, I’m going to write down the words that Beetle and Stick Bug use to describe the coat. [Jot down *purple*, *puffy*, *breathtaking*, *warm*, *showy*, and *glorious*.] Remember these words are called *adjectives*.

Our Turn

Beetle and Stick Bug walked the neighborhood page: Can you find another adjective to describe the coat on this page? [Fancy.] Let’s add it to the list.

Your Turn

If Stick Bug were to describe the coat, what adjectives might he use? Make a list on your whiteboard, in the chat box, on a digital sticky note, or in the electronic document.

After Reading

Nudge Toward Independence

Adjectives are everywhere! You’ll see them in the books you’re reading and hear them in songs on YouTube. When you find them, notice how they help you better understand what kind or how many.

Innovate on Text: Draw or print out a photograph of your favorite piece of clothing. Label it with adjectives.



Favorite Shirt Work Sample

Focus 2—Reread to Boost Comprehension: Notice the Turning Point in a Story

Before Reading

Set the Stage: Do you remember when Beetle realized that Stick Bug probably didn't like the purple puffy coat as much as he did? We're going to revisit that part of the story and dig into exactly what happened.

During Reading

Investigate Key Pages

My Turn

"OH, NO!" wailed Beetle page: Remember this page? What happened here? [Beetle realized that Stick Bug didn't like the coat.]

An event like this is called the *turning point* of the story. After the turning point, the story "turns" in a new direction. Let's see if we can figure out what that means.

Our Turn

To better understand how a turning point works in a story, think about how Beetle acted before and after this page. [Flip back to the *White Beetle boasted and bragged . . .* page and reread until the *"I have something for you," said Beetle* page. Stop to jot the difference between Beetle's actions before and after the turning point.]

Turning Point: Before and After Chart

Before Turning Point	After Turning Point
Beetle gave Stick Bug the purple puffy coat.	Beetle told Stick Bug he didn't have to wear it.
Beetle was focused on giving the coat to Stick Bug.	Beetle thought more about how to make Stick Bug happy.

Your Turn

Remember how some things in the story stayed the same before and after the turning point? Ask your friend, "What stayed the same?" [Beetle and Stick Bug were friends, Beetle gave Stick Bug a present.]

After Reading

Nudge Toward Independence

Today we studied the turning point of a story. Noticing the turning point helps you better understand a character's actions. To use what you learned today, you might mark the turning point in your book with a sticky note. Then, talk about it with a friend to notice the character's actions before and after the turning point.



Read-Aloud Experience: Use Story Elements to Predict and Retell

Book Title: *The Pirates Are Coming!* (Condon, 2020)

About the Book: Tom waits at the top of the hill for the pirates to return. Each time a boat approaches, he shouts, “The pirates are coming! The pirates are coming! Quick! Everybody hide!” After repeated false alarms, the villagers ignore him. Your students will gasp when they reach the surprise ending in this swashbuckling *The Boy Who Cried Wolf* reboot.

To find a book like this one, look for the following

- Familiar tales with clearly identifiable story elements
- New twists on traditional tales

Comprehension Conversation

Before Reading

Notice the Cover Illustration

Look at the boy on the cover. Describe him to someone nearby. Now, let’s combine what you’ve noticed about the boy with the title *The Pirates Are Coming!* What do you predict the boy might do or say in this story? Notice that instead of using one art tool, like paint, as some illustrators do, Matt Hunt chose to combine different art tools including paints, pens, crayons, and digital tools to create the illustrations. I can’t wait for you to see his artwork inside the book.

Set a Purpose: How would you react if someone screamed, “The pirates are coming!”? What do you predict might happen in this book? Does it remind you of any stories you’ve read or heard before? Pay attention to what happens in this story so that you can tell your friends about it.

During Reading

- *And quick as a flash, everybody hid* page: Why do you suppose the villagers are hiding? Take turns with a friend to point out the different places you see hidden villagers. Does this story remind you of any stories you’ve heard before? [If children are familiar with the fable *The Boy Who Cried Wolf*, discuss how recalling what happened in that story might help them predict the ongoing problem in this story.]
- *And once again (but not quite as quickly this time), everybody hid* page: Why do you suppose the villagers aren’t hiding as quickly as they did before? What has changed? What do you predict will happen if Tom shouts “Pirates!” again?
- *“PIRAAAAAAATES!” yelled Tom . . .* page: Hmmm! Did your prediction match the author’s thinking? What’s next?
- *Meanwhile, the pirate ship sailed silently . . .* page: Uh oh! Make a face to show how you predict the townspeople are going to look on the next page.



Learning Targets:

- I remember the characters, problem, and solution in the story.
- I use what I’ve learned about characters, problems, and solutions to help me predict.
- I use story elements to help me retell a story.

After Reading

- At the end of this story, there were a few things that surprised me. Did anything surprise you?
- What was the problem in this story? How was it solved? What might Tom do differently next time?



Extend the Experience

- [Depending on how much experience your students have had with retelling, they can either cocreate the response as a class, engage in partner retelling, or complete an independent response using the *Retell the Story Reproducible Response Page* provided on the companion website (resources.corwin.com/shakeupsharedreading).]
- What was your favorite part of this story? Draw an illustration to show what was happening at that point in the story. Under your illustration, write a caption that explains why you enjoyed that particular event. Start with the sentence stem “I liked this part because . . .”

Similar Titles

● *La Princesa and the Pea* (Elya, 2017)

About the Book: In this rhyming, bilingual version of *The Princess and the Pea*, detail-oriented readers will notice that, in addition to the pea his Mama has placed at the bottom of the mattress stack, the prince tucks a few items of his own between the mattresses.

● *Reading Beauty* (Underwood, 2019)

About the Book: Book-loving Princess Lex and her puppy Prince are happy in their kingdom—that is, until Lex turns fifteen. On her birthday, her parents share that a fairy has cursed her with a forever sleep if she gets a papercut. As a cautionary measure, her parents remove all the books from the kingdom. Prince helps Lex sniff the books out so that she can use the information in them to confront the fairy. At the end of the book, readers will be surprised when they learn about the fairy’s new job.

Retell the Story: _____

Somebody: _____ wanted _____

but _____

so _____

Finally, _____

In the end _____

Draw a picture of the main character.

Name _____

Retell the Story Reproducible Response Page

Retell the Story: The Pirates Are Coming!

Somebody: Tom wanted to tell everyone

when the pirates were coming.

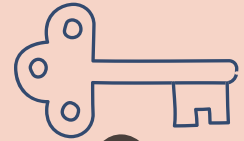
but he kept being wrong

so the villagers stopped listening.

Finally, the pirates came.

In the end The pirates were friendly villagers.

The Pirates Are Coming! Co-Created Retelling Chart



Key Vocabulary and Kid-Friendly Definitions:

- *chugging*: moving slowly even when it’s hard
- *trudged*: moved slowly, as if your feet are heavy
- *villagers*: people who live in or come from a village



View the author reading *La Princesa and the Pea* aloud at resources.corwin.com/shakeupsharedreading



Short Bursts of Shared Reading: *The Pirates Are Coming!*

Focus 1—Match Letters to Sounds: Short-*i* Word Families

Before Reading

Set the Stage: Word detectives, get ready to tune your ears in to the end of words by looking for rhyming patterns or word families. If you can read and spell one word in the word family, it will help you read and spell all of the other words with the same pattern. We're going to focus on word families that have the short-*i* sound.

During Reading

Investigate Key Pages

My Turn

Every day, Tom climbed the hill to watch for pirates page: The word *hill* is from the -ill word family. To decode the word, I will break it into two parts: /h/-/ill/, hill. I'll add the word *hill* to our short-*i* word family chart.

Our Turn

a ship! page: The word *ship* is from the -ip word family. To decode the word, you can break it into two parts: /sh/-/ip/, ship. Try that with me. I'll add the word *ship* to our short-*i* word family chart.

Your Turn

"PIRATES!" shouted Tom page: Can you find a short-*i* word on this page? [Quick.] To decode the word, you can break it into two parts: /qu/-/ick/, quick. Try that with me. I'll add the word *quick* to our short-*i* word family chart.

[Divide the class into three groups, one for each word family. Invite students in each group to work with a partner or on their own to brainstorm and write down as many words as they can think of that have the same spelling pattern. Students may jot words on a whiteboard, Google Jamboard, or piece of paper. Share and write the words on your class word family chart. Chant the words together to listen for the ending sound.]

Short-*i* Word Family Chart

-ill Family	-ip Family	-ick Family
hill	ship	quick

After Reading

Nudge Toward Independence

Using the rhyming patterns in words or word families to help you decode and spell words is a smart strategy. If you would like a small copy of the word family chart we made to keep in your notebook, let me know.

Focus 2—Reread for Fluency: Join in on Repeated Parts

Before Reading

Set the Stage: Have you noticed that when I read aloud, my voice changes? Sometimes I read quietly, and other times I read VERY LOUDLY! When I read with expression, it helps me better comprehend or understand what is happening in the story. Rereading while paying attention to the signals the author gives you will help you be even more fluent readers.

During Reading

Investigate Key Pages

My Turn

“PIRATES!” shouted Tom page: This book is fun to read aloud because Tom’s warnings are written with such expression. There are big, bold words followed by exclamation marks. As I reread this page, I’m going to pretend I’m Tom shouting to the villagers. I know to read the words in a loud voice because of the signals the author gave me.

Our Turn

“PIRATES!” shouted Tom page: Join me in reading Tom’s words. Remember to read loudly without shouting in your friend’s ear! How did you know to read the words with a loud voice?

Your Turn

[Continue chorally reading Tom’s warnings throughout the book.]

After Reading

Nudge Toward Independence

Fluent readers, like you, notice the clues the authors give them. They use those hints to help them read with expression. Some of those signals might be punctuation marks or big and bold words. As a writer, you can give the same clues to your readers. That way they’ll know exactly how you want them to read your words.

Innovate on Text: In the fable *The Boy Who Cried Wolf*, the boy is looking out for wolves. In *The Pirates Are Coming!* the boy is on the lookout for pirates. If you were going to write a different version of this tale, what would your main character be watching for? Write the title for your new version, draw a picture to go with it, and put it with your writing ideas. Someday you might choose to write the whole story.



Read-Aloud Experience: Discover Details in Realistic Texts

Book Title: *Simon at the Art Museum* (Soontornvat, 2020)

About the Book: Simon and his parents spend their day at the art museum. Simon quickly realizes that he is going to have to find innovative ways to entertain himself. So, among other things, he watches people looking at art. In an unexpected twist, he discovers a piece of art that looks just like him.

To find a book like this one, look for the following:

- Detail-filled illustrations
- Stories set in museums



Comprehension Conversation

Before Reading

Notice the Cover Illustration

What do you notice about Simon and his parents on the cover? What might his parents be saying? What do you think Simon is saying? Compare Simon's clothes to the words in the title. Do you notice anything interesting? [Simon's clothes are the same colors as the words in the title.] Do you think Christine Davenier did this on purpose?

Set a Purpose: Let's join Simon and his family at the art museum. While they are looking at art, we'll be reading, thinking, and talking about the clever details found in the illustrations.

During Reading

- *Inside the museum, everyone whispered and shuffled . . .* page: Look at Simon in the four illustrations on these two pages. If you were going to put a thinking bubble above his head in each illustration, what would it say? Share ideas with someone nearby.
- *"Is that a swimming pool?"* page: Study the clues in the illustrations. Do you think Simon's parents agree that he is making the art even better? Why or why not?
- *The upstairs gallery was enormous* page: Can you find Simon? What does he mean when he says he's going to "enjoy the art from a new angle"?
- *Some walked right by the art without noticing it at all* page: Look carefully at these two pages. Do you spot anything interesting? [The people and the sculptures look the same. The lady is taking a selfie with a fire extinguisher!]
- *"Whoa," whispered his mom* page: What do you predict Simon spotted? Let's turn the page. Why was his family so surprised?

After Reading

- What were some of your favorite illustrations in this story? How did the illustrations make this story even better?
- Do you think Simon will want to visit the art museum again? Why or why not?



Learning Targets:

- I notice details to learn about characters.
- I notice details in illustrations to enjoy and understand the story.
- I add details to my own illustrations.

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Extend the Experience

- [To prepare for this experience, retrieve a few kid-friendly images from Stefan Draschan's *People Matching Artworks* photo series.] Remember the page where the people looked just like the sculptures they were walking past or the painting that looked like Simon? Did you know that there is a photographer who takes pictures of people looking at art who look like the art? I'm going to show you a few of his images and see if you can see the connections. Write what you notice on your whiteboard.
- Be an Observer! Looking at Art: [Collect kid-friendly art prints to display on a bulletin board, digitally, or in a three-ring binder. Demonstrate how to complete the *Looking at Art Reproducible Response Page* found on the companion website (resources.corwin.com/shakeupsharedreading.) There is so much you can learn when you study a piece of art. Work on your own or with a buddy to see what you notice in a piece of art. Record what you see on the front of the page. Then, flip the paper over and draw your own version of the artwork.

Similar Titles

Explorers (Cordell, 2019) [Wordless]

About the Book: Before visiting the museum with his family, an orange-shirted boy gets a magical toy from a street salesman. During his visit, he flings the toy around until it ends up in a green-shirted child's hands. When the green-shirted child attempts to return it, the boy rudely grabs it away. Later, the boy's sister flings the toy off a second-floor balcony and the boy gets lost trying to retrieve it. The family of the child with the green shirt helps to reunite the boy with his family, and they all enjoy the butterfly garden together.

Parker Looks Up: An Extraordinary Moment (Curry & Curry, 2019)

About the Book: In 2018, unsuspecting two-year-old Parker Curry stood in awe in front of Amy Sherald's portrait of former First Lady Michelle Obama. A museum visitor snapped a photo, posted it on social media, and the rest is history. This book tells the story of that day and the joy that comes from looking at art.

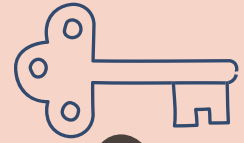
Name _____

Be an Observer: Looking at Art

What colors do you see?	What shapes do you see?
What objects do you see?	If you were the artist, what would you name this painting?

On the back, draw your own version or write the story of the painting. →

Looking at Art Reproducible Response Page



Key Vocabulary and Kid-Friendly Definitions:

- *enormous*: big, large, huge
- *shuffled*: dragged your feet on the floor while walking
- *unbelievable*: hard to understand that something is true or real



View the author talking about *Parker Looks Up* at resources.corwin.com/shakeupsharedreading



Observer Center: Looking at Art



Short Bursts of Shared Reading: *Simon at the Art Museum*

Focus 1—Reread to Boost Comprehension: Use Pictures and Words to Infer

Before Reading

Set the Stage: Readers use hints in the words and illustrations along with their schema to infer. Inferring is kind of like being a detective. You use clues to figure out missing information or read between the lines to better understand the author's message.

During Reading

Investigate Key Pages

My Turn

Simon couldn't see much art from where he was sitting page: To infer what kind of art the museum guests are viewing, I have to read the words and study the illustrations. When the text reads, "Some of it made people smile," I infer that the art is bright, colorful, and cheerful. [Continue demonstrating your inferring process with the remaining three sentences on this page.]

Our Turn

Sometimes people got really close to the art and squinted at it page: There are two sentences and illustrations on this page. Can you infer what kind of art the folks on this page are viewing? Discuss your inferences with a classmate.

Your Turn

Some walked right by the art without noticing it at all page: Infer what is happening on these two pages. How did the author's words and the illustrator's images work together to make these pages interesting?

After Reading

Nudge Toward Independence

To better understand the author's message, readers infer. Inferring takes concentration and persistence. To infer, you have to slow down, reread, think about the words, and look at the pictures. You can do it!

Focus 2—Notice Writer’s Craft Moves: How Dialogue and Inner Thinking Help Readers Understand Characters

Before Reading

Set the Stage: Authors include dialogue and inner thinking so that you can relate to the character. Dialogue is the words that the character speaks, and inner thinking is the thoughts the character has. Let’s see how reading dialogue and noticing thoughts helps us get to know Simon.

During Reading

Investigate Key Pages

My Turn

What IS it with this place? thought Simon . . . page: Simon’s inner thinking shows me that he is a little tired of looking at all of the art in the museum.

Our Turn

They passed the museum café . . . page: On this page, we read Simon’s dialogue and his inner thinking. Together they give us a clear picture of what Simon really wants to do. [Eat cheesecake.] Talk it over with a neighbor. Which would you prefer? Looking at art or eating dessert?

Your Turn

Last page of the book: There are no words on this page. If you were going to add dialogue, what would you have Simon say? What is going on in his mind? Divide your whiteboard or a piece of paper in half. Write down Simon’s words and thoughts. Share them with a friend.

After Reading

Nudge Toward Independence

Authors want you to feel like you know their characters, like they are your friends. To do this, they let you hear what the characters are saying or thinking. Try adding dialogue and inner thoughts to your own writing. Ask a classmate to read what you’ve written to see if it helps them get to know your characters.

Innovate on Text: When we visited the art museum with Simon, we saw art in all shapes and sizes. Create a piece of your own art. Then, give your masterpiece a name. [Provide students with a variety of art media like construction paper scraps to make collages or paper sculptures, watercolor paints, modeling clay, and so on.]



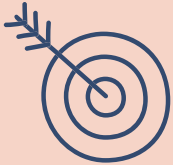
Read-Aloud Experience: Discover Details in Imaginative Texts

Book Title: *Lift* (Lê, 2020)

About the Book: There is nothing that cheers up Iris more than pressing the elevator buttons. That is, until her family lets her brother do it instead. While pouting over her loss of button-pushing privileges, Iris finds a discarded elevator button in the trash. Once it's securely taped next to her bedroom closet door, it becomes a portal to other worlds. Told from Iris's point of view in a graphic format, imaginative readers will pour over the details in this book.

To find a book like this one, look for the following:

- Detail-filled illustrations
- Characters taking imaginary journeys



Learning Targets:

- I notice details to learn about characters.
- I compare details in illustrations to tell the difference between real and imagined parts of stories.
- I add details to my own illustrations.



Comprehension Conversation

Before Reading

Notice the Cover Illustration

Take a moment to study the cover. Tell a friend one detail that you see. [If you are able to show the book casing underneath the paper book jacket of the hardcover version, the illustrations on the front and back case cover warrant further study and discussion.]

Set a Purpose: Just like the illustrations on the cover, the pictures on the inside pages of *Lift* are brimming with important details to help you decide which events in the story are happening in real life and which parts are imaginary.

During Reading

- Front endpapers: We'll come back to the front endpapers after reading the story to see if they are the same as the back endpapers.
- Title page: Look at where they placed the title of this book. Did you know that the word *lift* has more than one meaning? *Lift* means to pick something up or cheer someone up, and it is another name for an elevator. I'm wondering if understanding the different meanings of the word *lift* is going to be important to the story.
- *Hi, my name is Iris* page: Talk with a friend. Point out the details that appear in this illustration and are important to setting up the action of the story. Who is the main character? When and where is the action happening? What have you learned about Iris?
- *ALL THE BUTTONS!* page: Look at Iris's family's faces. Can you picture what happened when Iris pushed all of the buttons? How is her family feeling about it?
- *When we get back home, I just want to be alone* page: Check out Iris's face when she hears the ding. Where could she be going?
- Back endpapers: Compare the back endpapers to those in the front of the book. How are they similar? How are they different? Why do you suppose the illustrator, Dan Santat, designed them this way?

After Reading

- Near the end of the story, Iris says, “After all, everyone can use a lift sometimes.” What do you think she means by that?
- So much of this story is told through the illustrations. Think about the real-life and imagined events. Where did the real-life events happen? How about the imagined adventures?

**Extend the Experience**

- What is something you can do when a friend or family member needs a lift?
- Glue the door and elevator button found on the *Where Does Your Door Lead? Reproducible Response Page* on the companion website (resources.corwin.com/shakeupsharedreading) to a blank piece of paper. Open the door, and draw where you imagine your door would lead.

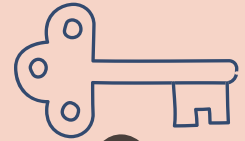
Similar Titles

Another (Robinson, 2019) [Wordless]

About the Book: A girl follows a red-collared cat (who is following a blue-collared cat) through a portal. On the other side, she discovers another world where she meets up with another girl exactly like her.

Journey (Becker, 2013) [Wordless]

About the Book: With a beginning similar to the book *Blackout* (Rocco, 2011), where everyone in her family is too busy to play with her, this wordless picture book follows a girl on an imaginary journey. She uses her red crayon to draw her various modes of transportation.



Key Vocabulary and Kid-Friendly Definitions:

- *betrayal*: when someone does something that lets you down or breaks your trust
- *cheers*: makes you feel happy
- *lift*: to cheer someone up; to pick something up; another word for an elevator [discuss multiple meanings]

Name _____

Where Does Your Door Lead?

Directions: Cut out the door and doorbell on the dashed lines. Glue the door and doorbell to a piece of paper. Use your imagination. Open the door and draw where your door will lead.

Step 1: Fold back
Step 2: Glue

Where Does Your Door Lead? Reproducible Response Page



View book trailers of *Lift*, *Another*, and *Journey* at resources.corwin.com/shakeupsharedreading



Short Bursts of Shared Reading: *Lift*

Focus 1—Reread to Boost Comprehension: Real Versus Make Believe

Before Reading

Set the Stage: Did you notice that each place Iris visits when she presses the elevator button is connected to something in her house? Let's jot down the real objects that are linked to the make-believe places.

During Reading

Investigate Key Pages

My Turn

Page with tiger in the jungle: Hmm! I'm wondering, Where have I seen a tiger before? Oh, I remember. Her brother had a stuffed tiger. So, the stuffed tiger is real and the tiger Iris sees when she opens her closet door is imaginary.

Our Turn

Space station page: Hmm! Let's look back through the illustrations. Are there any objects in Iris's house that might have caused her to imagine traveling through space? [The solar system mobile above her bed and *Out of the World* game that her babysitter brings.]

Your Turn

Copyright page: Do you remember anything real in the book that is related to this adventure? Let me flip back a few pages to see what you can find. When you spot something, hold your hand up to signal "Stop!" Then, discuss the real-to-make-believe connection.

Connecting Real and Make-Believe Chart

Real	Make-Believe
her brother's stuffed tiger	jungle
space board game and mobile	space station
Summit book	mountains

After Reading

Nudge Toward Independence:

Lift is a blend of real-life action and make-believe adventures. To tie the two together, the adventures were sparked by items in the house. Which parts of the book did you prefer: those that happened in real life or those that were imaginary?

Focus 2—Notice Illustrator’s Craft Moves: Graphic Format Illustrations

Before Reading

Set the Stage: Dan Santat illustrated *Lift* using a graphic format style. On most pages, he used multiple panels with frames around them to show the action. If we study his illustrations, we can find techniques to borrow when we’re drawing pictures to go along with our stories.

During Reading

Investigate Key Pages

My Turn

Luckily, that’s my job page: I notice that the panels are labeled with the days of the week. I also see that Iris is wearing different clothes and hairstyles each day. Dan Santat uses multiple panels to illustrate that Iris gets to push the buttons every day. So, if I want to clue readers in to the passage of time in a book, I could draw a separate panel for each day in my story.

Our Turn

Two-page spread where worker is fixing elevator: There is a lot of action happening in these six panels. Notice that other than the “Out of Service” sign on the elevator, there is no text in the panels or on the frames around them. Take turns with a friend to tell the story of what you see happening in each panel. How could you use what you learned from this page in your own book?

Your Turn

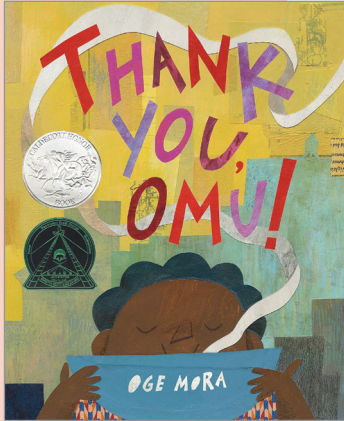
Ding Dong! page: Talk about how the onomatopoeia in these panels helps you tell what is happening in Iris’s home. [Continue studying Dan Santat’s art. Discuss how drawing multiple panels on one page helps move the story along. Notice aloud how sometimes the text is placed inside the panel and other times it is placed on the frames around the panels.]

After Reading

Nudge Toward Independence

When stories are told in a graphic format, it takes time to study the text and illustration in the panels and the text that appears on the frames around the panels to infer what is happening. If graphic format text is something you want to experiment with in your writing, you can continue to study and learn from this book and others like it.

Innovate on Text: Where do you think Iris and her brother will go next? Why? Write your prediction on a sticky note, and share it with a friend.



Learning Targets:

- I use the clues from the words and pictures to help me predict.
- I think about how predicting helps me as a reader.

Read-Aloud Experience: Use Picture Clues to Predict

Book Title: *Thank You, Omu!* (Mora, 2018)

About the Book: Omu (pronounced AH-moo) is making her thick red stew. When the scent wafts out her window, there is a knock on the door. Omu shares her stew with all of the community members who stop by until it is gone. In the end, the community members repay Omu's kindness by surprising her with dinner.

To find a book like this one, look for the following:

- Plots with suspense and perfect points for predicting
- Text and illustration clues that support predictions



Comprehension Conversation

Before Reading

Notice the Cover Illustration

Oge Mora creates her illustrations in a unique way. Look at the cover. What do you see? She carefully pieces together scraps of colorful paper and clippings from old books to make a unique collage illustration. Wait until you see the pictures inside the book!

Set a Purpose: What do you imagine this child is thinking? Which words might the child use to describe what is in the bowl? As we read to find out the answers to these questions, we'll also look for clues that help us predict, or think ahead of our reading.

During Reading

- *With that, Omu put down her spoon . . .* page: Who do you predict is knocking at her door? Do you see any clues in the pictures to show you who it might be? [Notice the boy in the window playing with his truck.]

. . . a little boy page: Did your prediction match the author's thinking? Let's look back one page. Were there any clues that helped you predict? [Continue this conversation each time someone knocks at Omu's door. Notice that the person who is knocking is pictured on the page that comes before that includes the word "Knock!"]

- *Omu sniffled* page: Look at Omu's face. Can you infer how she is feeling? Who could be knocking at her door now? Whisper your prediction to a friend.

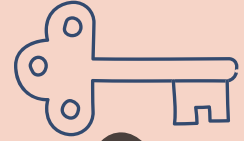
After Reading

- Share some of the clues that Oge Mora included in the pictures and words that led to your predictions.
- How did predicting help you make sense of what was happening in the story?



Extend the Experience

- As we read, we used clues to help us predict. Think about how the story ended. What do you predict Omu will do tomorrow? Draw or write your prediction on this sticky note. Then, we'll share our predictions along with the clues from the story that led to that prediction.
- Compare and Contrast! Multigenre Text Set—Food: Reading about Omu's thick red stew got me thinking about food. So, I started a collection of texts about food and put them in this basket. Read and think about how these texts are the same as or different from *Thank You, Omu!* I'll leave some sticky notes here so you can write down what you notice. If you find other texts about food, please add them to the collection.



Key Vocabulary and Kid-Friendly Definitions:

- *evening*: the early part of the night
- *scent*: the way something smells
- *wafted*: when a smell or sound is carried by the wind

Multigenre Text Set: Food

Try It! How Frieda Caplan Changed the Way We Eat
(Rockliff, 2021)

Biography

Thank You, Omu!
(Mora, 2018)

Featured Title

Bilan Cooks Daal
(Seed, 2019)
Food Truck Fest!
(Penfold, 2018)

Stories

Delicious! Poems Celebrating Street Food Around the World
(Larios, 2021)

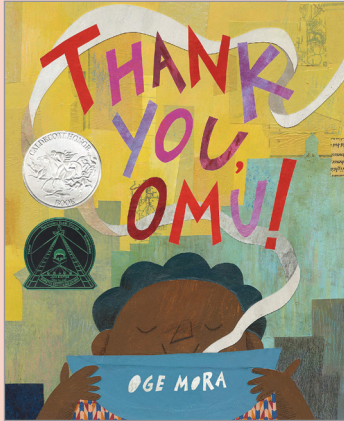
Poetry

Fry Bread
(Maillard, 2019)

Poetic Picture Book

Now You Know What You Eat: Pictures and Answers for the Curious Mind
(Fisher, 2019)

Informational Infographics About Food



Short Bursts of Shared Reading: *Thank You, Omu!*

Focus 1—Wonder About Words: Synonyms

Before Reading

Set the Stage: When we read *Thank You, Omu!* the first time, we had so much fun predicting what might happen next. This time we're going to reread to notice all of the different words Oge Mora uses to describe Omu's thick red stew.

During Reading

Investigate Key Pages

[As you are rereading to find synonyms for *yummy*, invite students to join in on all of the words that appear in capital letters in the story.]

My Turn

With that, Omu put down her spoon . . . page: Oge Mora uses the word *scrumptious* to describe the stew on this page. I'll write that word down.

Our Turn

[Continue to collect synonyms for *yummy* on a whiteboard or chart. They include the following: *yummy, delectable, delicious, scrumptious, and tasty.*]

Your Turn

Think of one of your favorite foods. Use a word on the chart to describe that food to a friend.

After Reading

Nudge Toward Independence

When you are reading, think about all the words we learned that mean the same as *yummy*. See if you find any adjectives in your books. You can also challenge yourself to use adjectives when you are writing about your favorite foods.



Thank You, Omu! Adjective Chart

Focus 2—Read to Boost Comprehension: Infer the Big Idea

Before Reading

Set the Stage: When we read this book aloud, we had fun predicting what might happen next. As we made our predictions, we couldn't wait to turn the page. During shared reading, we're going to use our brains in a different way. We are going to infer to figure out any lessons that we can learn from reading this book.

During Reading

Investigate Key Pages

My Turn

[Return to the last three pages of the book. Start at the page that begins with . . . *the little boy?*] As I reread the ending of this book, I'm thinking about the big idea or lesson Oge Mora is trying to teach me. To do this, I pay attention to the words the characters say and other clues in the text and illustrations.

Our Turn

[Invite students to share and discuss ideas. If you notice that they need extra support, moving beyond literal comprehension toward inferential, help them key into these sentences:

"Don't worry, Omu. We are not here to ask . . . WE ARE HERE TO GIVE."

While Omu's big fat pot of thickened red stew was empty, her heart was full of happiness and love.]

Your Turn

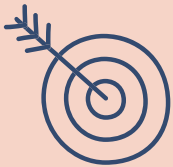
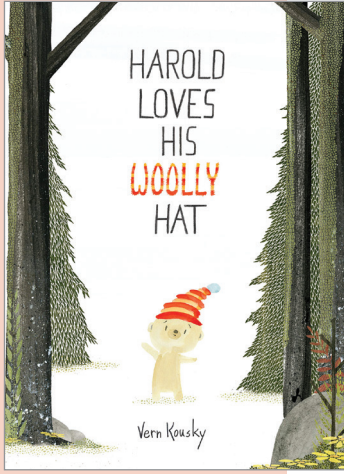
Your challenge today is to use the two-word strategy (Hoyt, 1999, p. 4) to write two separate words that tell what you learned from this book. The two words do not have to go together. [If in person, provide students with two pieces of paper or index cards. If in a distance learning setting, use a digital tool like Jamboard.] Once your words are written, we'll share, compare, and discuss.

After Reading

Nudge Toward Independence

To figure out Oge Mora's big idea, lesson, or moral, we used the characters' dialogue or words along with other clues from the text and illustrations. You can do the same thing when you're reading on your own. If you want to share your big idea thinking with us, write the lesson or moral you learned from the book along with your name on a sticky note. Put the sticky note on the cover of your book, and set it on the sharing chair. Then, you can teach us what you learned.

Innovate on Text: One way to show gratitude is by thanking people who are kind. Let's take a moment to write a thank-you card to a person who has done something nice. It could be a classmate, a person at school, a family member, or someone else. After we're finished, we'll deliver the cards. [Provide students with a blank piece of white paper folded in half like a greeting card.] On the front of your card write, "Thank you, _____!" Inside the card, draw or write to thank the person for their kind act.



Learning Targets:

- I use the clues from the words and pictures to help me predict.
- I predict what characters will do.
- I think about how predicting helps me as a reader.

Read-Aloud Experience: Predict Characters' Actions

Book Title: *Harold Loves His Woolly Hat* (Kousky, 2018)

About the Book: Harold loves his woolly hat so much that he wears it all the time. Because he believes that his hat makes him special, he can't imagine life without it. One day, a crow swoops down and takes his hat. Harold tries everything to win it back until he discovers the crow is using it to keep its babies warm. This book pairs nicely with *Two Wool Gloves* (Jin, 2019).

To find a book like this one, look for the following:

- Plots with suspense and perfect points for predicting
- Text and illustration clues that support predictions



Comprehension Conversation

Before Reading

Notice the Cover Illustration

I'm going to open the book so that you can look at the entire wraparound cover of *Harold Loves His Woolly Hat*. You can probably infer which character is Harold. Do you notice any other animals on the cover? Why do you suppose there are some bees and a crow on the cover? Do you predict the bees and crow will show up in the story?

Set a Purpose: Do you have a piece of clothing that you really love? Tell someone nearby about it. It's clear from the title that Harold loves his woolly hat. I'm having a hard time predicting what might happen in this story. How about you? I guess we'll have to start reading to learn more about Harold and his woolly hat.

During Reading

- *Then one day, a crow swoops down . . .* page: Ahhhh! Now we know why the crow was on the cover. What's the problem? What do you predict Harold will do next?
- *So Harold tries to make another trade* page: What do you predict? Do you think this trade will work? Whisper your prediction to someone nearby.
- *Once more, the crow only replies, CACAW! CACAW!* page: Oh no! What do you predict Harold will do now?
- *three baby crows!* page: Look at Harold's face! How do you predict this story will end?

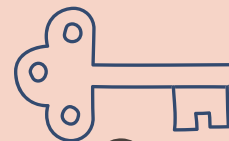
After Reading

- When you predict, sometimes your prediction matches the author's ideas, and other times, even though you use clues from the story, your thinking is different. That's okay. Your prediction might give you an idea for your own story! Were you surprised by the ending of this book? Why or why not?
- Remember back to when we saw the crow and bees on the wraparound cover? Were they important to the story? What does this tell you about taking time to study the cover illustration?



Extend the Experience

- At the end of the story, the baby crows leave the nest. What do you predict will happen the next day? Write and draw about your prediction.
- Compare and Contrast! Multigenre Text Set—Bears: Reading about Harold the bear got me thinking about other bear texts you might enjoy. So, I started a collection of texts about bears and put them in this basket. Read and think about how these texts are the same as or different from *Harold Loves His Woolly Hat*. I'll leave some sticky notes here so you can write down what you notice. If you find other texts about bears, please add them to the collection.



Key Vocabulary and Kid-Friendly Definitions:

- *greedy*: wanting more and more money or things
- *swoop*: to dive down from up high

Multigenre Text Set: Bears

Finding Winnie: The True Story of the World's Most Famous Bear
(Mattick, 2015)

Biography

Harold Loves His Woolly Hat
(Kousky, 2018)

Featured Title

Bear Came Along
(Morris, 2019)
A Polar Bear in the Snow
(Barnett, 2020)

Stories

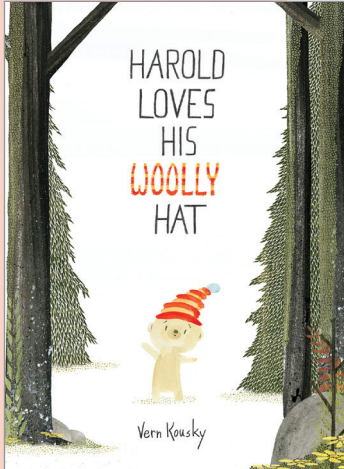
Eat Like a Bear
(Sayre, 2013)
Polar Bears
(Newman, 2011)

Nonfiction

Mother Bruce
(Higgins, 2015)

Picture Book Series

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Short Bursts of Shared Reading: *Harold Loves His Woolly Hat*

Focus 1—Reread for Fluency: Big and Bold Print

Before Reading

Set the Stage: Each time Harold asks the crow to give him his hat back, the text or words change. These changes are signals to help us read the words the way the author wants them to sound.

During Reading

Investigate Key Pages

My Turn

The crow swoops down and takes the worms . . . page: On this page, Harold's words look exactly like the rest of the text, so I'm going to read them in a regular voice.

Our Turn

"NOW PLEASE GIVE ME BACK MY WOOLLY HAT!" page: How does the text on this page look different than the first time Harold asked for his hat back? [The text is larger and written in all capital letters.] Reread the words as if you are Harold.

Your Turn

"NOW WILL YOU GIVE ME BACK MY WOOLLY HAT?!" page: What do you notice about the words this time? [The words are so big they fill an entire page!] Ready? Read them like Harold.

After Reading

Nudge Toward Independence

How did Vern Kousky change the words to show Harold was upset or frustrated? [He made them big and bold.] Have you seen big and bold words in other books you've read? Some authors, like Mo Willems, use them a lot. Big and bold words add emotion and make books fun to read!

Innovate on Text: *Harold Loves His Woolly Hat* is a make-believe story about a bear who thinks he is special because of his hat. If you were going to write an imaginary story about a character and their favorite item, what would your title be?

_____ Loves Their _____

Write your title for your new version, draw a picture to go with it, and put it with your writing ideas. Someday you might choose to write the whole story.

Focus 2—Reread to Boost Comprehension: Identify Character Traits

Before Reading

Set the Stage: We learn about characters by noticing their words and actions. We can use what we discover to help us describe the character's traits using adjectives. Let's see what we can find out about Harold.

During Reading

Investigate Key Pages

My Turn

Harold has to win back his woolly hat page: I know how much Harold loves his hat. When I read Harold's words and pay attention to his actions, I can use what I learn to describe his personality. After reading this page, I'd say in the beginning of the story Harold is hopeful because he thinks the crow will give him his hat back.

Our Turn

"What a greedy little crow," growls Harold page: Let's reread what Harold says and notice his actions. How would you describe Harold on this page? Use these words to help you: In the middle of the story, Harold is _____ because . . .

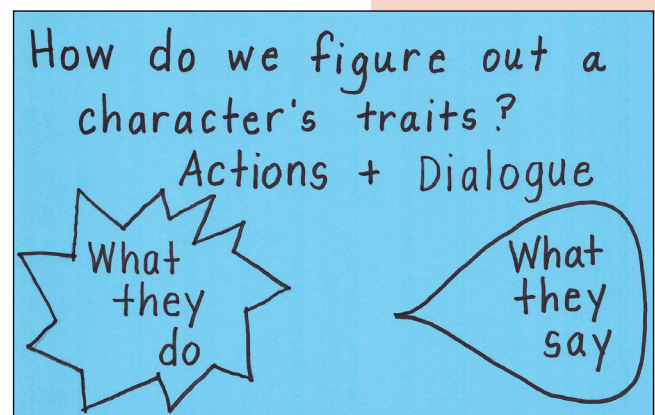
Your Turn

Harold tucks the crows in tight . . . page: Harold's words and actions are much different on this page. What changed? Tell a neighbor what you notice. Use these words to help you: At the end of the story, Harold is _____ because . . .

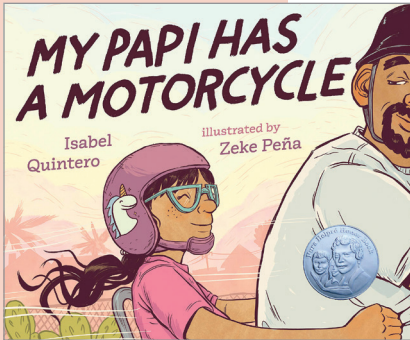
After Reading

Nudge Toward Independence

Characters' actions and words change throughout a story. After you finish reading, you combine everything you've learned about the character to describe their traits. If you were going to describe Harold to a friend, what would you say: Harold is _____ because . . . To help you to remember how to figure out character traits while you're reading, I made you this strategy chart.



Character Trait Strategy Chart



Read-Aloud Experience: Spot Sensory Language

Book Title: *My Papi Has a Motorcycle* (Quintero, 2019)

About the Book: When Daisy's papi, a carpenter, gets home from work, they put on their helmets, hop onto his motorcycle, and roar off for an evening spin. On their ride, they savor the sights and sounds of their beloved, changing city. Isabel Quintero tells us in the author's note that this book is "a love letter to both my father, who showed me a different way of experiencing home, and to Corona, California, a city that will always be a part of me." The story is written in first-person point of view from Daisy's perspective.

To find a book like this one, look for the following:

- Sensory language and onomatopoeia
- Stories that celebrate father-daughter relationships



Comprehension Conversation

Before Reading

Notice the Cover Illustration

[Launch the conversation before showing the cover.] Imagine you are sitting on the back of a motorcycle riding through your neighborhood. What might you see and hear? How would you feel? Share your ideas with a friend. [Display the cover.] Now take a close look at the cover illustration. What do you see in the background? Can you infer how this girl is feeling?

Set a Purpose: An amazing thing about stories is that certain words can help us imagine or visualize that we are right there in the action. Authors do this by using words that describe how something looks, sounds, tastes, smells, or feels. We call these *sensory* words. As we're reading, be on the lookout for words that help you visualize or form a picture in your mind.

During Reading

- *Papi revs the engine, and the smell of gasoline hits me . . .* page: Hear the engine? I can picture I'm on the motorcycle with the girl and her papi! The words *rumble* and *growl* help me hear the sound of the motorcycle. Do you see anything in the illustration that helps you imagine you are there? Tell a friend what you see.
- *As we ride on, I feel and hear everyone and everything we pass by* page: What does she hear? How do the onomatopoeias, or the sound words, in the illustrations help you imagine the sounds?
- *Here it is, all of our beautiful city!* page: Why do you suppose the author wrote the colors with no spaces between them? What is she helping us visualize?

After Reading

- Wow! What a ride! What feelings or images stayed with you after we closed the book?
- How would you describe this story to a friend?



Learning Targets:

- I notice sensory words and phrases.
- I pay attention to how they help me imagine a place or experience.



Extend the Experience

- Visualizing while reading is a strategy that can help you better understand and remember a story. Noticing sensory language and using it as you imagine the places and events in a book will help you visualize.
- Be an Observer! The Sights and Sounds in *Our Neighborhood*: When Daisy and her papi rode around their neighborhood, they noticed many different people, places, animals, and other scenery. [If possible, take students for a walk around your school building. Snap digital photos along the way. Print and make photos available in a center or on a digital slide. Provide sticky notes to label places or items in illustrations or to add onomatopoeia. Supply construction paper or other building materials so that students can re-create their neighborhood.]

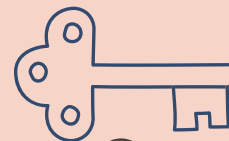
Similar Titles

● *Eyes That Kiss in the Corners* (Ho, 2021) [Sensory Language]

About the Book: An Asian American girl celebrates her “eyes that kiss in the corners and glow like warm tea.” This lyrical text exudes warmth and positivity as the young narrator shares her appreciation for the love that is reflected in the eyes of her mami, amah, and younger sister.

● *Hair Love* (Cherry, 2019) [Father-Daughter Relationship]

About the Book: It’s a big day for Zuri, and she wants her hair to be “perfect.” After a few failed attempts, her dad perseveres and, with the help of a YouTube video, styles Zuri’s hair into “funky puff buns.” She’s ready just in time for her mom to come back home from a trip.



Key Vocabulary and Kid-Friendly Definitions:

- *rebuilds*: builds again
- *soaring*: moving or flying quickly
- *zigzags*: moves back and forth

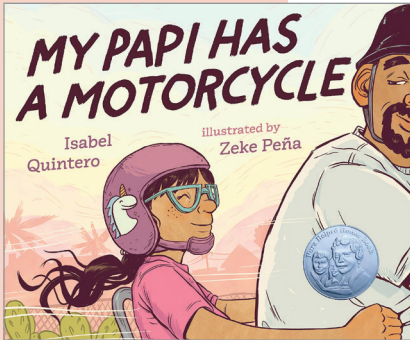


View book trailer of *Eyes That Kiss in the Corners* at resources.corwin.com/shakeupsharedreading



View short film of *Hair Love* at resources.corwin.com/shakeupsharedreading

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Short Bursts of Shared Reading: *My Papi Has a Motorcycle*

Focus 1—Wonder About Words: Onomatopoeia

Before Reading

Set the Stage: Readers, there are words that describe and imitate a sound. These words are called *onomatopoeia*. When you read these words, they help you imagine the sound you might hear. We're going to reread the pictures in *My Papi Has a Motorcycle* to learn more about these sound words.

During Reading

Investigate Key Pages

[Project or display the book, “read” the illustrations page by page to read, verbally perform, and discuss the onomatopoeic words.]

My Turn

When I hear his gray truck pull into our driveway, I run outside . . . page: Look at the words under the girl's shoes: “THUMP! THUMP!” I'm going to say those words the way I think they sound. Then, I'll ask myself, “What does that onomatopoeia tell me about the way she is moving? What other things might make that sound?”

Our Turn

[Continue in the same fashion by inviting students to read and chorally “perform” the onomatopoeia included in the illustrations.]

Your Turn

[If you wish to collect the words for future reference, jot them on a chart or in an electronic document. Then, invite students to add sound words to this chart.]

After Reading

Judge Toward Independence

When book creators include sound words in the illustrations, take the time to notice and read them. Doing this will boost your understanding and enjoyment of the book.

Focus 2—Notice Writer’s Craft Moves: Repetition

Before Reading

Set the Stage: Authors repeat words, phrases, or sentences to catch the reader’s attention, create memorable moments, or add rhythm to a story. Let’s reread and think about why Isabel Quintero uses repetition in *My Papi Has a Motorcycle*.

During Reading

Investigate Key Pages

My Turn

The shiny blue metal of the motorcycle glows in the sun page: Rereading this page and hearing the repetition of the word *sun* helps me imagine riding the motorcycle as the bright orange sun is setting.

Our Turn

We ride, ride, ride until the blue glow from the motorcycle begins to dim . . . page: Talk about how the repetition of the word *ride* adds to your reading experience. Ponder why you think the author used repetition on this page.

Your Turn

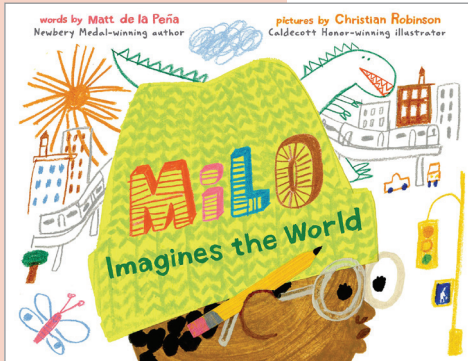
I think about my city . . . page: Reread this page. What is it mostly about? [The changing city.] Do you notice any words that appear more than once? [Changes.] Do you suppose that the author intentionally repeated the word *change*? Turn and talk about that with a friend.

After Reading

Nudge Toward Independence

Isabel Quintero used the repeated words in this book intentionally, or on purpose. She wanted you, as the reader, to take notice. She isn’t the only author who uses repetition. As you’re reading, notice how authors use repetition to make certain words or big ideas stand out. Think about how you might use repeated words in the stories you are writing.

Innovate on Text: Isabel Quintero wrote this story about a special memory from when she was a kid going on rides with her papi on his motorcycle. What are some special memories that you could turn into a story? Add these memories to your list of writing ideas.



Read-Aloud Experience: Use Your Imagination

Book Title: *Milo Imagines the World* (de la Peña, 2021)

About the Book: On a subway ride, Milo draws imagined scenarios about his fellow passengers. He draws one boy as a prince, only to find out he is heading to the same destination as Milo and his sister—to visit their mom, who is incarcerated. Following the realization that “Maybe you can’t really know anyone just by looking at their face,” Milo reimagines his drawings. After a big family hug, he gives a special drawing to his mom.

To find a book like this one, look for the following:

- Words and images that help readers infer characters’ emotions
- Stories that encourage readers to look beyond outward appearances



Comprehension Conversation

Before Reading

Notice the Cover Illustration

What can you learn about Milo from this picture? The title of this book is *Milo Imagines the World*. Which parts of this illustration look real, and which parts look imaginary? Share your thinking with a classmate. [If possible, notice that the hard cover book casing is different than the paper book jacket. Also, point out the endpapers—notice that they are the same pattern as Milo’s hat.]

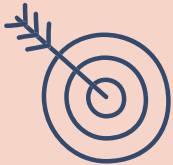
Set a Purpose: In this story, Milo visualizes or imagines, and then he draws what he sees in his notebook. Artists visualize and so do readers. As we’re reading, imagine or visualize what it would be like to be Milo, and notice what he sees and hears and how he feels.

During Reading

- *These monthly Sunday subway rides are never ending . . .* page: Let’s reread this page and talk about the different emotions Milo is experiencing. What are you thinking or wondering?
- *Butterflies flood Milo’s stomach . . .* page: Have you ever heard the saying “butterflies in your stomach”? What do you think it means? Can you imagine how Milo is feeling as he gets off the train?
- *He’s even more surprised when the boy joins . . .* page: I’m going to reread the last line on this two-page spread: “Maybe you can’t really know anyone just by looking at their face.” Ponder this sentence. What are your thoughts?
- *Milo’s chest fills with excitement when he spots his mom . . .* page: Where are they visiting Milo’s mom? [Prison.] Think back to the page when we wondered about Milo’s mixed emotions. Does that page make more sense now that you know where they were going?

After Reading

- When you imagine how a character might be feeling, it helps you empathize with the character or put yourself in their shoes. Do you feel like you understand Milo



Learning Targets:

- I notice feeling words and phrases.
- I pay attention to how feeling words help me imagine characters’ experiences.

a little bit better after reading this book? If you were going to tell a friend about Milo, what would you say?

- What are the big ideas, lessons, or morals that Milo learned?



Extend the Experience

- [Curate a small collection of images or artwork that include at least one person. You can choose to use the same image with the whole class or different images with small groups.] I'm going to show you an image. Tell a short story about the person in this image. What happens at the beginning, in the middle, and at the end? Listen to a friend's story. How are your stories the same? How are they different? Can you reimagine your story and tell it a different way? Draw a picture to go with your new story.

Meet the Creator!

Book Creator Study: Christian Robinson

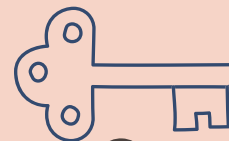
Website: <https://www.theartoffun.com/>

Did you know?

- Christian was born in Los Angeles, California.
- He once worked at Sesame Street Workshop.

A Few of His Books:

- *Another* (Author, 2019) [Wordless Book]
- *Carmela Full of Wishes* (de la Peña, Illustrator, 2018)
- *Last Stop on Market Street* (de la Peña, Illustrator, 2015)
- *Rain!* (Ashman, Illustrator, 2013)
- *School's First Day of School* (Rex, Illustrator, 2016)
- *The Smallest Girl in the Smallest Grade* (Roberts, Illustrator, 2014)
- *You Matter* (Author, 2020)



Key Vocabulary and Kid-Friendly Definitions:

- *bustling*: busy
- *familiar*: something you've experienced before
- *reimagine*: to think again about something, or think of something differently



View the book trailer and an interview with illustrator Christian Robinson at resources.corwin.com/shakeupsharedreading

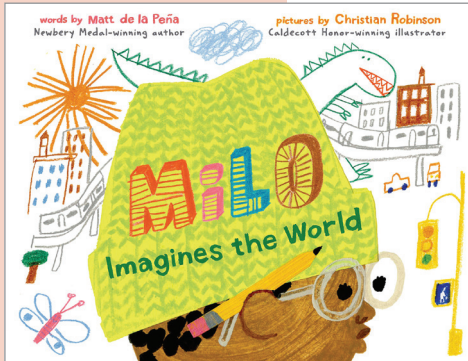
Similar Titles

***A House for Every Bird* (Maynor, 2021) [Similar Theme]**

About the Book: A young artist is satisfied that she has drawn birdhouses that perfectly match the appearance of each of her birds. But the birds don't agree. So, the girl steps into her drawings to try to set things straight. After talking and listening to the birds, she realizes, "You can't really tell a bird by its feathers."

***Last Stop on Market Street* (de la Peña, 2015) [Similar Plot]**

About the Book: CJ and his grandma are taking the city bus to a soup kitchen on the other side of town, and along the way his grandma teaches CJ some important life lessons. Like *Milo Imagines the World*, the destination of the bus ride is not revealed until the end of the story. You could also invite learners to compare CJ and Milo and discuss the lessons each of the boys learned.



Short Bursts of Shared Reading: *Milo Imagines the World*

Focus 1—Wonder About Words: Sensory Words and Phrases

Before Reading

Set the Stage: When we read this book aloud, we focused on visualizing Milo's feelings. We're going to reread some important parts to notice how Matt de la Peña uses special words and phrases to help us imagine we are right there with Milo.

During Reading

Investigate Key Pages

My Turn

What begins as a slow, distant glow . . . page: Listen as I reread this page. I'm going to tune into the words that help me use my senses. I use my sense of sight to picture the glow of the subway train lights. To imagine the train clattering down the tracks or the screech of steel, I tune into my sense of hearing. When I read the words "A cool rush of wind," I imagine how that might feel. Taking a moment to visualize helps me picture what it is like to be on a subway platform.

Our Turn

Milo imagines him trucking through brown mounds of slush page: Wow! There is so much happening on these two pages. Let's reread and see if we can use our senses to better understand what Milo is imagining. [Discuss the various sensory words and phrases that appear on this page, and invite students to share their visualizations.]

Your Turn

Milo imagines the clop clop clop . . . page: On this page, Matt de la Peña adds onomatopoeia, or sound words, along with sensory language so you can better see into Milo's imagination. When I point to the sound words, read them the way you imagine they would sound.

After Reading

Nudge Toward Independence

In picture books like this one, the illustrations help you visualize what is happening, but when you're reading books with no pictures, you have to do that work in your brain. Paying attention to sensory language and imagining yourself into the story will help you comprehend, or understand, the story. It also makes reading a lot more interesting!

Focus 2—Notice Illustrator’s Craft Moves: Showing a Character’s Inner Thoughts

Before Reading

Set the Stage: In this book, the illustrator, Christian Robinson, offers us two different points of view in his art. He alternates between what is happening in Milo’s real world and what Milo is imagining about the people around him. By peeking inside Milo’s notebook, we are able to see what Milo is imagining.

During Reading

Investigate Key Pages

My Turn

Milo tugs his sister’s sleeve and holds up the picture page: On this page, I can read about what’s happening in Milo’s real world. After Milo’s sister ignores him, he goes back to drawing. When I flip to the next page, I see what he is imagining. The pages even look different. I can compare and contrast the two pages to notice the differences.

Our Turn

Milo flips to a fresh page at a bustling Midtown stop page: What clues let you know that this page is happening in real life? How is the next page different?

Your Turn

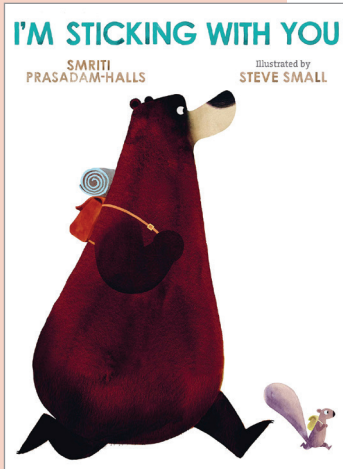
The spell is broken when a crew of breakers bounds onto the train page: When we turn the page to see what Milo imagines, think and talk about why he doesn’t really like this picture.

After Reading

Nudge Toward Independence

In this book, you were able to look into Milo’s notebook and see the world through his eyes. When looking in his notebook, you could actually see what he was thinking. Christian Robinson gave us a glimpse into Milo’s imagination through his artwork. Sometimes writers let us know what characters are thinking by using thought bubbles or by writing the character’s inner thoughts. All of these techniques help readers better understand and empathize with a character. Which technique would you like to try in your writing?

Innovate on Text: Look around you. Divide a piece of paper in half. On one half, draw something that you see in real life. Then, on the other side, draw an imaginary version of that real-life thing.



Read-Aloud Experience: Notice Who's Talking

Book Title: *I'm Sticking With You* (Prasad-Halls, 2020)

About the Book: Experience the ups and downs of friendship through the eyes of accident-prone Bear and patient Squirrel who, after needing some space, realizes that his companionship with Bear helps him be his best self. Notice that the font changes thickness to indicate which character is talking.

To find a book like this one, look for the following:

- Books where each character's dialogue is marked in a different way.
- Texts in which characters experience the joys and challenges of friendship.



Comprehension Conversation

Before Reading

Notice the Cover Illustration

What do you notice about the characters on the cover? [It looks like they are going someplace.] Fun fact! This is the first picture book Steve Small ever illustrated. He made his illustrations by drawing and painting and then put them together using a technology tool called Photoshop. When you tell someone, "I'm sticking with you," what does that mean? [Discuss and/or clarify the meaning of this phrase.]

Set a Purpose: Can you predict which character might be saying, "I'm sticking with you"? Sometimes two people, or animals in this case, have different points of view. That means they each see the world in their own way. I'm wondering if that is the case with Bear and Squirrel. There's only one way to find out. Let's read!

During Reading

- *... and bad times, happy or sad* page: Can you figure out who is talking? What are the clues in the words and pictures that help you decide? [You may want to reread the book from the beginning to give learners more clues.]
- *Like peas in a pod, you and I fit* page: Do you think Squirrel is feeling the same way as Bear? Why or why not?
- *We sit by the cliff to* page: Wait! Something changed on this two-page spread. What do you notice? Do you see how the words look different when Squirrel is talking? That helps you know whose point of view we are hearing.
- *Ah! That feels better, each thing in its place* page: What do you suppose the problem is now?

After Reading

- At first, you were just hearing Bear's point of view, and then you had a chance to listen to Squirrel's thoughts. How did hearing each animal's unique point of view help you understand how they were feeling?
- What lessons did Bear and Squirrel learn about friendship?



Learning Targets:

- I notice which character is talking.
- I think about how characters' words and actions help me understand their point of view.



Extend the Experience

- In this book, we learned a lot about friendship. What are some ways that Bear and Squirrel stuck with each other?



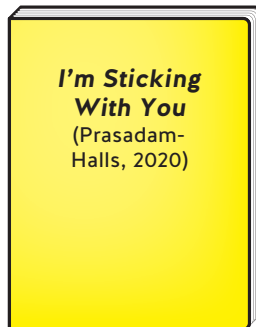
Friends Chart

- Compare and Contrast! Text Set – Lessons About Friendship: Bear and Squirrel learned some important lessons about friendship. After reading and enjoying these books on your own or with a friend, think about the lesson(s) you learned about friendship. Talk about them with a friend or label the book with a sticky note to tell us what you’ve learned.

Text Set: Lessons About Friendship



Story



Featured Title



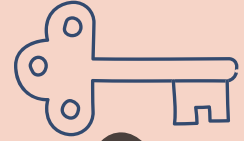
Story



Story



Wordless Book

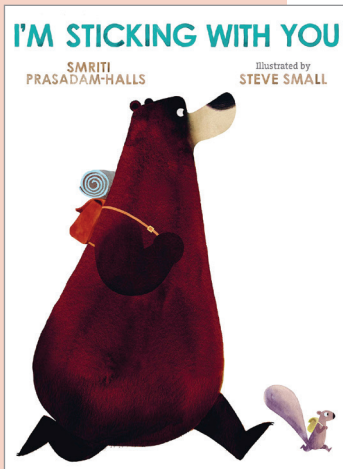


Key Vocabulary and Kid-Friendly Definitions:

- *berserk*: out of control
- *mend*: to fix something
- *tidy*: neat or clean



View the author reading *I'm Sticking With You* aloud at resources.corwin.com/shakeupsharedreading



Short Bursts of Shared Reading: *I'm Sticking With You*

Focus 1—Listen for Sounds: Rhyming Words

Before Reading

Set the Stage: Our focus for rereading is to notice how rhyming patterns help us read the words in a text.

During Reading

Investigate Key Pages

My Turn

Wherever you're going, I'm going too page: I notice that the rhyming pattern on this page happens at the end of the second and fourth lines. So, I know that the word *you* is going to rhyme with the word *too*. If I say the beginning sound /y/ and think about the rhyme, it helps me read the word *you*.

Our Turn

Whether you're grumpy or silly or mad . . . page: When I turn the page, I want you to look at the last word. We know it is going to rhyme with *mad* and it begins with the /s/ sound. What word makes sense and has the right sounds? [Sad.]

Your Turn

Ready to be there to help you along . . . page: Look at the word at the end of this page. It is a tricky one because it begins with a silent w. Can you think of a word that rhymes with *along* and begins with an /r/ sound? [Wrong.] Do the sounds match? Does that word make sense? [Continue in the same fashion as you reread a bit more of the book.]

After Reading

Nudge Toward Independence

A rhyming pattern gives the book rhythm. It also makes it a bit easier to read the words because you know that when words rhyme they will have the same ending sounds.

Focus 2—Reread for Fluency: Emphasize Italicized Words

Before Reading

Set the Stage: One way that writers show that a word is important is by using italics. When writers put words in italics, the words look like they are leaning to one side. When readers see italics, that means we need to read the word with more emphasis.

During Reading

Investigate Key Pages

My Turn

. . . *and bad times, happy or sad* page: When I'm reading along and I notice italics like I see in the words *all ears*, I know that I need to read them with more emphasis. Listen to how that sounds. As I keep reading, I see in the next sentence the word *alls* in italics. Listen again as I read that sentence.

Our Turn

- *You may think I can't, but I bet you I can* page: Before we reread these two pages, zoom in to see if you can spot the words in italics. Let's reread together and put more emphasis on those words. Why do you think the author chose the words *never* and *you*?
- *We sit by the cliff top* page: When we reread the last sentence on this two-page spread, we see the word *bearly* in italics. This word is in italics because it is a little word joke. The word *barely* is usually spelled b-a-r-e-l-y, but because this story is about a bear, the author spelled it like the animal *bear*. Get it?

Your Turn

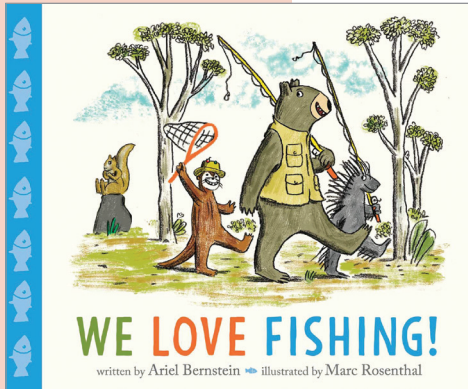
Actually . . . page: The words in italics on this page are like an echo. Get ready to reread them that way!

After Reading

Nudge Toward Independence

When you see italics in a book you're reading, think about the meaning of the word in the sentence and read it with a little extra oomph.

Innovate on Text: In the end, Bear and Squirrel stuck together. Think of a person who you promise to stick by. Divide a piece of paper in half. Draw a picture of you on one side and the person on the other. At the top of the page, complete this sentence: I'll stick by you even when . . .



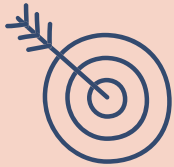
Read-Aloud Experience: Notice Characters' Opinions

Book Title: *We Love Fishing!* (Bernstein, 2021)

About the Book: Although the narrator states that Bear, Porcupine, Otter, and Squirrel love fishing, it is clear from Squirrel's attitude and comments he does not agree. Readers will giggle as they witness firsthand the differing perspectives of the animals. This book is perfect for reader's theater!

To find a book like this one, look for the following:

- Books where characters' dialogue is marked in different ways
- Characters with differing opinions or perspectives



Learning Targets:

- I notice who is talking.
- I think about how what characters say and do help me understand their point of view.
- I think, talk, and write about point of view.



Comprehension Conversation

Before Reading

Notice the Cover Illustration

Take a close look at the four animal characters on the cover. Do you think they all feel the same way about fishing? The title of this story is *We Love Fishing!* Talk about that with a friend. [If you are able to remove the book jacket, notice how the book case is different than the book jacket.]

Set a Purpose: After looking at the cover, we already have a hint that Squirrel doesn't feel the same way as Otter, Bear, and Porcupine. He might have a different opinion. Let's read to see if we're on the right track.

During Reading

- *I love fishing* page: Does Squirrel feel the same way about fishing as his friends? What does Squirrel love? [Nuts.]

Can we take a taxi? page: The narrator said that all of the animals love to walk through the woods. After reading this page, do you agree? Notice how Squirrel's words look different than the narrator's words on the next page. Illustrators and book designers change the way words look to help us know who is talking at different points in the story.

- *I don't want to hold it!* page: Uh oh! What do you predict is going to happen on the next page? How do you predict Bear, Porcupine, and Otter will react?
- *Bear, Porcupine, Otter, and Squirrel are done fishing for the day* page: What has changed on this page? Share your thinking with a neighbor.

After Reading

- What did you think about the ending?
- How did Squirrel's opinion change from the beginning to the end of the book?



Extend the Experience

- Do you think Squirrel will go fishing again? Why or why not?
- Take a survey! Bear, Porcupine, and Otter all thought that everyone loved fishing, but Squirrel had a different opinion. Think of something you love, like pizza, playing tag, or your pet. Survey your friends to find out if they have the same opinion. Ask them, “Do you love _____? Yes or no?” Tally the results on your whiteboard or a piece of paper. Share what you’ve learned with the class.

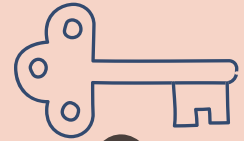
Similar Titles

● **Best Day Ever! (Singer, 2021)**

About the Book: This energetic book is told from the perspective of a playful puppy who is thrilled to spend the best day ever with her boy, who uses a wheelchair for mobility. Together they dig, chase, and play frisbee until the pup gets smelly and needs a bath—not the best day ever. Leah Nixon, the illustrator, is a wheelchair user who became paralyzed in an accident at age twenty-nine.

● **Turtle in a Tree (Hudson, 2021)**

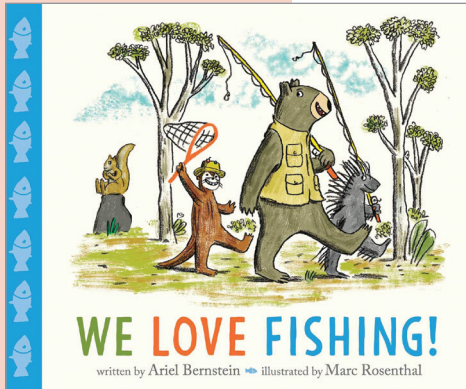
About the Book: Two dogs are having a debate. The sweater-wearing dog thinks there’s a turtle in the tree, while the tie-wearing dog believes it’s a squirrel. They argue back and forth until out pops a squirrel, and then later a turtle. Their dialogue appears in different-colored speech bubbles, making it a perfect book for talking about point of view.



Key Vocabulary and Kid-Friendly Definitions:

- *peaceful*: quiet and calm
- *refreshing*: something that gives you energy
- *steep*: pointing up; like a big hill or mountain

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Short Bursts of Shared Reading: *We Love Fishing!*

Focus 1—Wonder About Words: Contractions

Before Reading

Set the Stage: When we slow down to investigate, we're going to be on the lookout for a special kind of word called a *contraction*. A contraction is when writers take two words and combine them to make one shortened word, like *does not* becomes *doesn't* or *we will* becomes *we'll*. They replace the missing letter or letters with an apostrophe. Sometimes they do this because it sounds more like talking.

During Reading

Investigate Key Pages

My Turn

Smell the fresh air page: As I reread this page, I'm going to notice if there are any contractions. [Point out the words *it's* and *don't*. Read each sentence replacing the contraction with the two words to demonstrate how contractions sound more like natural speech.]

Our Turn

Fishing is so peaceful page: Let's do the same thing together on this page. We'll reread what Porcupine, Otter, and Squirrel say. First with contractions, and then without to hear the difference. Which do you think sounds more like talking?

Your Turn

I don't want to hold it! page: This time, I'll reread the sentence aloud. Then you can reread it two times with your partner. The first time read it with the contraction, the second time replace the contraction with the two words that make the contraction. See what you notice. As an extra challenge, would someone be interested in working with a friend to make a chart of all the different contractions that you find in this book? [Show students how to make a two-column chart with the contraction in the left-hand column and the two words it represents in the right-hand column.]

After Reading

Nudge Toward Independence

Today your brain grew as you noticed and read contractions. I bet you'll notice them in the books you're reading. You might even experiment with them when you're writing.

Focus 2—Reread for Fluency: Pay Attention to Punctuation

Before Reading

Set the Stage: Readers pay attention to ending marks to help them read as if they are the characters talking. There were so many funny pages in this book. Let's go back and reread a few pages while pretending we are the characters.

During Reading

Investigate Key Pages

My Turn

Let's reel it in! page: When I look at the sentences on this page, I notice that two of them end with an exclamation mark and the other two with question marks. Those marks give me clues about how the author wants me to read the characters' words. Listen as I read like the characters.

Our Turn

I don't want to hold it! page: This is one of our favorite pages. Reread Squirrel's words the way you think he would be saying them.

Your Turn

Where's the nearest restaurant? page: I'm going to divide you into four groups—one for each animal. Then, we'll practice and perform their dialogue on this page. Pay attention to the ending marks and also the facial expressions of the characters to infer how to read their part. After we're done, I'll put this book in a special place and you can do the same thing as you reread the book with your friends.

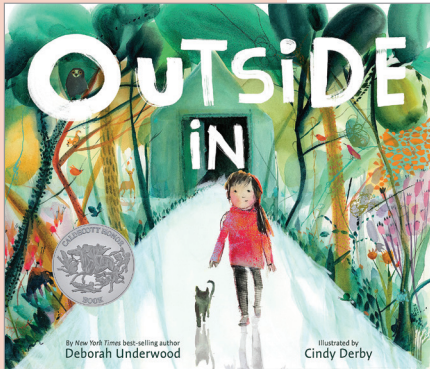
After Reading

Nudge Toward Independence

Paying attention to punctuation makes reading more enjoyable, especially in funny books like this one. It's kind of like acting. Remember to talk, think, and act like the characters.

Innovate on Text: In this book, some of the animals love fishing but Squirrel does not. Think about something you love and something you don't like. Write an opposite book or list poem to tell us more about your likes and dislikes.

I love _____ but I don't like _____.



Read-Aloud Experience: Infer Big Ideas

Book Title: *Outside In* (Underwood, 2020)

About the Book: Have you ever noticed how a sunny day or birdsong pulls you outside? Cindy Derby's illustrations blend with and enhance Deborah Underwood's carefully chosen words to communicate that even when we're inside, reminders of nature's gifts surround us. Told through the eyes of a young girl, readers learn how nature sneaks in and summons us to venture outside. [If you are able to remove the book casing and book jacket, discuss the differences between the book casing and book jacket.]

To find a book like this one, look for the following:

- Themes related to enjoying the natural world
- Characters who are drawn to or prefer being outdoors



Learning Targets:

- I infer the big ideas, lessons, or morals of this story.
- I talk, write, or draw to figure out what those lessons mean to me.



Comprehension Conversation

Before Reading

Notice the Cover Illustration

How does Cindy Derby's cover illustration make you feel? Can you tell that she used watercolor paints to create parts of the illustration? Sometimes she used a dried flower stem to draw the lines! If you look closely, you'll see familiar creatures. Tell a friend what creatures you spot. [Notice the owl inside the letter O.]

Set a Purpose: Have your clothes ever been turned *inside out*? I wonder why the title of this book is the opposite, *Outside In*. Being a reader is a lot like being a detective. Readers ask questions and then use clues from the title, words, and illustrations to better understand the story. After we enjoy this book, we'll think about what we've learned as both readers and people.

During Reading

- *We forget Outside is there* page: Does this ever happen to you? Why do you think this happens?
- *with flashes at the window and slow magic tricks* page: Look carefully. What do you see happening outside the windows on these two pages? Does the girl notice?
- *Outside sings to us with chirps and rustles and tap-taps on the roof* page: Compare what is happening outside to what is happening inside. Do you think the girl and her mom hear the birds?
- *I'm here, Outside says* page: What do you predict the girl is going to do on the next page? What are the clues that led you to that prediction?

After Reading

- Why do you think Deborah Underwood wrote this book? What are the big ideas, lessons, or morals?
- What might you do differently after reading this book?



Extend the Experience

- Which do you prefer: outside or inside? Share your opinion and the reasons behind it.
- Plants that grow outside give us things we use inside. Here are some examples from the book. Can you add to this list?

Outside-Inside Chart	
Outside	Inside
cotton	clothes
trees	chairs
seeds	bread and berries

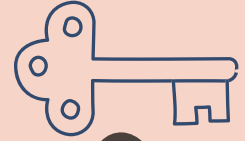
Similar Titles

● *Southwest Sunrise* (Grimes, 2020)

About the Book: Jayden is unhappy that his family is moving from New York City to New Mexico. As they are getting settled, his mother gives him a guidebook and sends him outside. Jayden comes to appreciate the unexpected wonders of the desert landscape. Readers experience the beauty of the Southwest through Jayden's eyes.

● *Where's Rodney* (Bogan, 2017)

About the Book: Rodney always wants to be outside, but instead he's stuck inside at school. When Rodney's teacher says they're taking a field trip to the park, Rodney isn't that interested because he thinks they're going to the neighborhood park he's been warned to avoid. Much to his surprise, the class travels by bus to what you can infer is a state or national park, which Rodney finds "magnificent."

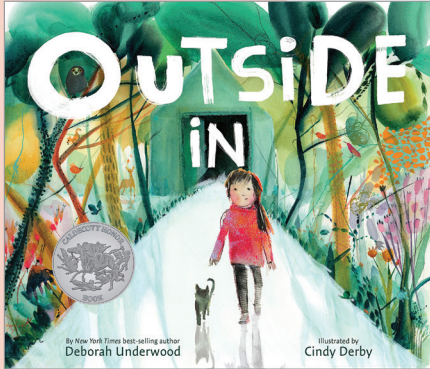


Key Vocabulary and Kid-Friendly Definitions:

- *beckons*: something is so pretty that you want to see it
- *eager*: when you really want to do or have something
- *steals*: sneaking in



View the author reading *Where's Rodney* at resources.corwin.com/shakeupsharedreading



Short Bursts of Shared Reading: *Outside In*

Focus 1—Wonder About Words: Compound Words

Before Reading

Set the Stage: Compound words are two separate words joined together. When they are joined together, they make a new word. Sometimes that word has a new meaning. Other times, you can figure out the meaning of the word by using the two small words. Let's listen for and clap the two parts of the compound words in this book.

During Reading

Investigate Key Pages

My Turn

Now sometimes even when we're outside . . . page: The word *outside* is made from the words *out* and *side*. I'm going to put my left hand up and say *out*, my right hand up and say *side*, and clap them together to form *outside*.

Our Turn

We forget Outside is there page: There are two compound words on this page. Get ready to say each separate word and clap them together.

Your Turn

It sends the sunset and shadows inside to play page: There are two more compound words on this page. Show me how you would clap *sunset* and *inside*.

After Reading

Nudge Toward Independence

Let's review by clapping all of the compound words we found in this book and then thinking about the meaning of the words. Do these words have new meanings, or can we figure out the meaning by using the two small words?

outside	sometimes	inside
sunset		

Focus 2—Reread to Boost Comprehension: Use Pictures and Words to Infer

Before Reading

Set the Stage: Readers use clues in the words and illustrations along with their schema to infer. Inferring is kind of like being a detective. You use clues to figure out missing information or read between the lines to better comprehend the author’s message.

During Reading

Investigate Key Pages

My Turn

Outside shows us there is a time to rest . . . page: On this page, I have to use clues to figure out how outside shows us when it’s “a time to rest and a time to start fresh.” When I look at the pictures, I see one shows nighttime and the other daytime. So, I can infer the author means that the sun helps us know whether to sleep or wake.

Our Turn

Outside steals inside page: Can you infer what the author means by “outside steals inside”? On this page, the word *steals* means the same as *sneaks*. Tell a friend what you’re inferring.

Your Turn

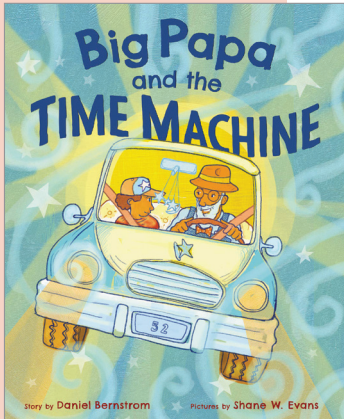
Even rivers come inside page: Hmmm! Be a detective, and use the clues in the pictures and words to figure out what is happening on this page. Are rivers really coming inside?

After Reading

Nudge Toward Independence

To better understand the author’s message, readers infer. Inferring takes concentration and persistence. To infer, we had to slow down, reread, think about the words, and look at the pictures. You can do it!

Innovate on Text: Imagine if creatures and plants from outside came in your home. Draw a picture to show us what might happen.



Learning Targets:

- I infer the big ideas, lessons, or morals of this story.
- I learn lessons from characters.
- I talk, write, or draw to figure out what those lessons mean to me.

Read-Aloud Experience: Learn Lessons From Characters

Book Title: *Big Papa and the Time Machine* (Bernstrom, 2020)

About the Book: When a boy is reluctant to go to school, his grandfather takes him back in time to hear family stories and learn some important life lessons.

To find a book like this one, look for the following:

- Characters who impart life lessons
- Multigenerational stories



Comprehension Conversation

Before Reading

Notice the Cover Illustration

Did you know that on the copyright page it often tells what kind of art tools the illustrator used? I want to read what it says. [Read the note under the ISBN number on the copyright page; appreciate how he added “patience and skill” to the list of tools.] I think Shane Evans’s art makes this cover look magical. When you look at the cover, what do you notice or what are you thinking?

Set a Purpose: Where are Big Papa and his grandson on the cover? [In a car.] Think about the title of the story *Big Papa and the Time Machine*. As we travel with Big Papa in his time machine, we’ll learn about and from these characters.

During Reading

- “*Do I have to go to school?*” page: Do you remember how you felt on the first day of school or the first time you were away from your family? Show me with your face how you were feeling.
- “*Now, been scared lots of times,*” *Big Papa said* page: Hmmmm. I’m wondering what Big Papa means by “you gotta lose the life you have if you ever gonna find the one you want.” Talk with a friend. Start your thinking with *maybe he means . . .* [Scaffold and support students’ conversations as needed.]
- “*I couldn’t stand to stay on the ground,*” *Big Papa said* page: Do you have any questions about Big Papa’s words on this page? [Guide students as they ask and answer questions to infer Big Papa’s message.]
- “*I’m scared you growin’ up too fast*” page: What did the boy learn from Big Papa? How did it change how he is feeling about going to school?

After Reading

- Use the two-word strategy (Hoyt, 1999) to summarize the theme of this story. To do this, think of two words that sum up the big idea. The two words can go together to form a phrase or be two separate ideas.
- To make sense of Big Papa’s lessons or messages, we asked questions and talked together. When we question, think, and talk together, it helps us dig deeper into the meaning of a story. Thinking together makes your brain grow!



Extend the Experience

- In this book, Big Papa showed his grandson what being brave looks like and sounds like. When have you had to be brave? Complete this thought: I am brave when . . .
- Make a timeline: We traveled back in time with Big Papa to memorable events in his life. Ask someone in your family to help you make a timeline of important events in your life. Bring it to school to share with us.

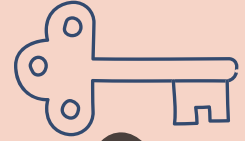
Similar Titles

● *Maud and Grand-Maud* (O’Leary, 2020)

About the Book: Maud looks forward to Saturday sleepovers with her grandmother, Grand-Maud. They wear matching nightgowns, eat breakfast for supper, and watch black-and-white movies. Tucked under Maud’s bed is a wooden chest where Grand-Maud collects treasures just for Maud. Some are from a store, some handmade, but the best ones are those that evoke stories from Grand-Maud’s childhood.

● *Nana Akua Goes to School* (Walker, 2020)

About the Book: Zura is worried about Grandparent’s Day because Zura’s Nana, who is her favorite person in the world, looks different from other grandmas. Nana Akua was raised in Ghana and, following a tradition from her Akan culture, has tribal markings on her face. Concerned that her classmates will be scared of Nana or, worse, make fun of her, Zura is hesitant to bring her to school. Nana Akua knows just what to do. With a quilt made with Adinkra symbols and a bit of face paint, Nana Akua explains what makes her special and invites Zura’s classmates (and fellow grandparents) to try out a special symbol of their own.

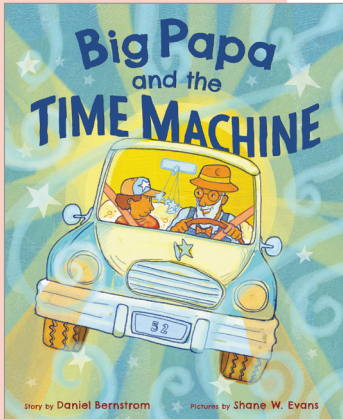


Key Vocabulary and Kid-Friendly Definitions:

- *brave*: ready to face danger
- *unexpected*: when something surprises you



View the author reading *Big Papa and the Time Machine* at resources.corwin.com/shakeupsharedreading



Short Bursts of Shared Reading: *Big Papa and the Time Machine*

Focus 1—Reread to Boost Comprehension: Understand Point of View

Before Reading

Set the Stage: Authors choose to tell their stories from different points of view. That means that they decide who will be telling the story. Knowing who is telling the story helps us better understand the action. Let's reread to figure out who is telling this story.

During Reading

Investigate Key Pages

My Turn

I won't never forget that September . . . page: When I read the words and look at the illustrations, I understand that the boy is telling the story. So, I'm going to continue reading, knowing that I will be experiencing the action from his point of view.

Our Turn

We took Big Papa's time machine to a long time ago page: This page is a little trickier. We are still hearing the story from the boy's point of view, but now we're reading dialogue between the boy and Big Papa. Listen for clues that the boy is telling the story.

Your Turn

"I'm sorry I made you scared" page: By having the boy tell the story, we can understand how he is feeling as he hears Big Papa's memories. How would the story have been different if it were told from Big Papa's point of view? Do you think you would have found it as interesting? Why or why not?

After Reading

Nudge Toward Independence

How do you suppose noticing point of view helps you as a reader? Do you prefer reading stories told from the main character's point of view? Think about that as you're choosing your books. What have you learned today that you will use when you are writing? Consider how point of view impacts the telling of a story.

Focus 2—Notice Writer’s Craft Moves: Repeated Sentence

Before Reading

Set the Stage: Authors repeat words, phrases, or sentences to emphasize a point, help us remember important parts, or highlight the theme of the story. Let’s reread and think about why Daniel Bernstrom chose to include a repeated sentence in *Big Papa and the Time Machine*.

During Reading

Investigate Key Pages

My Turn

“No, been scared lots of times,” Big Papa said page: This is the first time the sentence “That’s called being brave” appears in the story. Big Papa is telling his grandson that sometimes being brave means leaving what’s familiar behind and taking a chance on something unknown or new.

Our Turn

“I couldn’t stand to stay on the ground,” Big Papa said page: Here’s the sentence again. What did Big Papa do that was brave?

Your Turn

[Continue inviting students to notice and discuss the repeated sentence. Emphasize how repetition highlights the theme or big idea of the story.]

After Reading

Nudge Toward Independence

Daniel Bernstrom used the repeated sentence in this book intentionally, or on purpose. He wanted you, as the reader, to remember the theme of the story. He isn’t the only author who uses repetition. As you’re reading, notice how authors use repetition to make certain words or big ideas stand out. Think about how you might use repeated phrases in the stories you are writing.

Innovate on Text: If you had a time machine, where would you go—back to the past or into to the future? Write, draw, or video record where you would go and why.