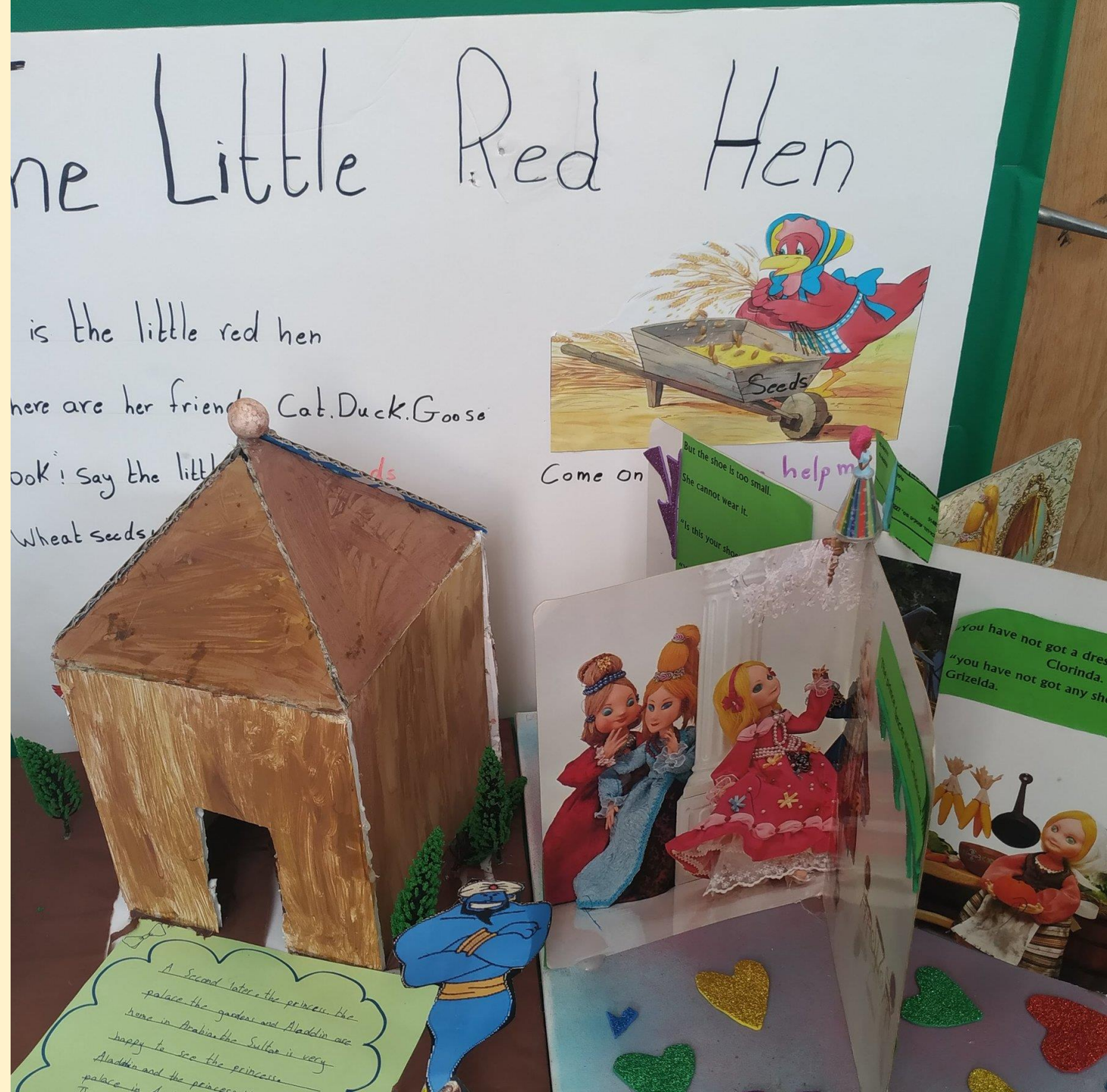




THE JOY OF READING

Shared Reading Programs (SRP)

A classroom guide for elementary EFL teachers



What shared reading builds toward

By taking part in shared reading, pupils work toward these A1 can-do statements.

- Follows a short, familiar story read aloud, with the support of pictures, gestures or repetition.
- Recognizes familiar words and phrases in a story read slowly and clearly.
- Reads a short, rehearsed line or statement aloud.
- Takes part in games and rhymes that use familiar expressions.
- Retells parts of a story the teacher read.

Adapted from the National Israeli English Curriculum, 2020

One text, many voices



ONE BOOK

It's essential that you are familiar with the book that you choose for Shared Reading with your class.

Scan the story, make sure it's level- and interest-appropriate, and make a note of parts that your students may find challenging.

Ideally, everyone follows the same printed story. However, if your school doesn't own multiple identical copies of readers that are suitable for your class's level, screen the text from the board.

FIRST, THEY LISTEN

The teacher reads aloud slowly, clearly and with expression while the pupils follow along in the text. It's essential that the teacher models good reading for her class.

THEN, THEY READ

Pupils who want to read short sections of the story aloud, can volunteer to do so. At this point, the teacher should not correct any mistakes in the pupil's reading. Once he's finished, she should reread the same text correctly to the class.

Prepared turns protect confidence

- Give page and line numbers in advance.
- Allow practice in pairs.
- Attempt to give a chance for all pupils who want to read aloud, to do so in the course of the lesson.
- Keep parts short.
- Listen for fluency and expression. Save detailed corrections for later.



We read together

Everyone can join in.



1. LOOK

Look at the cover.
What can you see?



2. LISTEN

Follow the words
while your teacher
reads.



3. PRACTISE

Read your line with
a partner.



4. READ

Now read your line
to the class.

Grades 5–6: from practice to fluency to comprehension



Use the next lesson to help pupils who need a shorter part.

Groups prepare a page, lead the reading and ask the class two questions.

Teacher card: plan one lesson

TEXT

Which repeated line will everyone read?

WORDS

Which three words need a picture or a gesture?

TURNS

Who needs a short line or a partner?

CHECK

Can pupils find and read their prepared line?

Start with one short story you already have.

Shared reading guide: Aladdin, Chapter 1

A step-by-step guide to one full shared reading lesson.

GET READY

Icebreakers, a rhyme game and new vocabulary with picture cards.

READ

Reading slides with a simple routine: listen first, read together, then read in pairs.

RESPOND

A choice of pupil responses, exit tickets and a teacher self-assessment.

Click [here](#) for Teachers' Guide,
Aladdin, Chapter 1

THE JOY OF READING

For Teachers: A Step by Step Shared Reading Guide to Aladdin, Chapter 1

Shared Reading Unit 1
Elementary English

Use this chart to show pupils what they can do before, during and after a shared story.



After we read: choose a response

After Aladdin (or any class story), choose one activity.

- | | | | |
|----|---|----|--|
| 01 | Design a poster to advertise the book. | 07 | Write a diary entry for a character. |
| 02 | Draw a comic strip of one scene. | 08 | Set the story in your home town. |
| 03 | Make a story cube or a labelled model. | 09 | Interview a character in pairs. |
| 04 | Create a game with instructions in English. | 10 | Act out a scene for the class. |
| 05 | Draw and label a story timeline. | 11 | Retell the story as a poem, rap or song. |
| 06 | Write a new beginning or ending. | 12 | Debate a choice a character made. |



Aladdin poster made by pupils

Use words and details from the story.
Share your work with the class.

When children read for pleasure, when they get "hooked on books," they acquire, involuntarily and without conscious effort, nearly all of the so-called "language skills" many people are so concerned about: They will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good (but not necessarily perfect) spellers. Although free voluntary reading alone will not ensure attainment of the highest levels of literacy, it will at least ensure an acceptable level. Without it, I suspect that children simply do not have a chance.

(Krashen Stephen 1993:84)

