

What Your Colleagues Are Saying . . .

Maria Walther speaks and writes from the lens of a practitioner with deep knowledge and respect for the classroom. This power-packed instructional resource spotlights enticing examples of high-quality children’s literature, provides engaging read-aloud experiences, and offers *one hundred* aligned “bursts” of shared reading. There is a consistent emphasis on supporting students through human-centered lessons that balance social-emotional learning alongside literacy learning. Moreover, this invaluable resource seamlessly integrates phonemic awareness, phonics, vocabulary, and oral language with reading and writing. I have no doubt that this professional text will guide educators in all settings as they build community, cultivate classroom conversation, and support learners in a variety of joyful literacy learning experiences.

—**Pamela Koutrakos**, Instructional Coach and Author
Word Study That Sticks, *The Word Study That Sticks Companion*,
and *Mentor Texts That Multitask*

Shake Up Shared Reading is truly a multipurpose literacy resource and a gift to the teaching community. With tremendous respect for limited instructional minutes and competing priorities, Maria Walther shares her wisdom, knowledge, and commitment to learning, combining research and authentic experiences with practicality, flexibility, and responsiveness. Walther is an incredible curator of important picture books and you are guaranteed to find the book and the lesson you need right now; you will also build your own capacity to tap into the power of books for students’ development of empathy, citizenship, and literacy.

—**Melanie Meehan**, Author
Every Child Can Write, and Coauthor, *The Responsive Writing Teacher*

Shake Up Shared Reading is the professional book we keep on our shelves and reach for as a forever reminder for what matters in the elementary classroom: purposeful and joyful reading experiences. Maria Walther brings that joy to life in practical application with clear learning targets connected to 100 shared-reading texts and connected lessons that grow student learning, in addition to blueprints for how to do it ourselves. Perhaps more than anything, I respect Maria’s exaltation of varied voices in children’s literature in order to ensure for students a more accurate, robust, and truthful understanding of the world. This is a cornerstone text for now.

—**Nawal Qarooni Casiano**
Educator, Author, Literacy Coach, and Staff Developer

Maria Walther has done it again in her new book, *Shake Up Shared Reading!* In it, she takes a familiar and often underutilized strategy and shows us how to implement it in new and important ways. It is a much-needed update of how the practice of shared reading can be used to invite active participation, support multilingual learners, and playfully teach foundational skills. From the first page to the last, this book is packed with practical and simple ways to shake up shared reading using a variety of thoughtfully curated books that will create and nurture communities of readers.

—**April Larremore**, Instructional Strategy Coordinator
Dallas Independent School District

This book is a gift to early literacy educators yearning to infuse more joyful and engaging learning experiences into our classrooms. By introducing us to 50 of the latest and greatest picture books, Maria Walther provides the tools and structure needed to bridge read-aloud and shared-reading interactions.

—**Jill Culmo**, Instructional Strategy Coordinator
Early Learning Department, Dallas ISD

Maria Walther has done it again! *Shake Up Shared Reading* is exactly the book I needed at exactly the right time. Teaching in a pandemic has been tough, but one saving grace has been our read-aloud time. Maria makes shared reading easy, engaging, and more importantly, exciting!

—**Vera Ahiyya**, Kindergarten Teacher
Author, *Rebellious Read Alouds*

Shake Up Shared Reading is an absolute must-read for anyone who finds themselves having the honor of reading to and with children. In this postpandemic time of varying entry-point levels, *Shake Up Shared Reading* allows practitioners to meet both individual and group needs for the oral language, critical discourse, and understanding of literary elements needed to propel student learning forward. Maria Walther provides engaging and focused reading interactions that lead to increased comprehension and fluency, while also strengthening learning applications for writing. Being intentional with our text interactions allows for a shared experience where students can confidently bridge scaffolded reading skills to independence, all while fostering a love of reading! *Shake Up Shared Reading* levels the playing field while concurrently elevating it for all, ensuring an equitable learning environment.

—**Hilda Martinez**, NBCT
Early Literacy Resource Teacher and RTI Coordinator
2020 San Diego County Teacher of the Year

Shake Up Shared Reading is a practical resource for teachers who are looking to connect their interactive read-aloud experiences to their shared-reading experiences. Maria Walther shares units with loads of read-aloud titles and short bursts of shared-reading experiences with the same titles to engage young readers in phonological awareness, fluency building, comprehension strategies, vocabulary building, attention to punctuation, and even the noticing of authors' craft moves. I can't wait to have this book in my hands, as I know I will turn to it whenever I work with teachers of early literacy.

—**Whitney La Rocca**, Literacy Consultant
Coauthor, *Patterns of Power*

Maria Walther's *Shake Up Shared Reading* is a breath of fresh air in a world where literacy instruction felt cloudy in the years of pandemic teaching. I can't remember the last time a professional reading ignited my excitement to plan a classroom lesson. It is evident that Walther wrote this book with the educator in mind by creating a resource that is both informational and enlightening. Educators will understand the importance of shared reading; they will get ideas for how to shake up shared reading all year long, and best of all, they will discover book recommendations.

—**Juan E. Gonzalez Jr.**
Elementary School Teacher, Speaker, and Social Media Content Creator

Shared reading is one of the most powerful, high-leverage instructional strategies for early readers. In her fabulous new book *Shake Up Shared Reading*, Maria Walther provides a deep dive into ways to make shared reading happen with purpose and meaning in your classroom. With a comprehensive menu of shared reading interactions, Maria walks teachers through the steps for providing deep, rich lessons. My favorite part? Designed to be "short bursts," sessions allow shared reading to fit into already busy schedules. So whether you are using shared reading often already or looking for ideas to start, *Shake Up Shared Reading* is a must-have guide for all early literacy educators.

—**Matt Halpern**, Education Consultant, Speaker and Author

**SHAKE UP
SHARED
READING**

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*To picture-book creators whose words and illustrations radiate off the page
and into the hearts and minds of children.*

Featuring
100
Shared Reading
Lessons

SHAKE UP SHARED READING

Expanding on Read Alouds to
Encourage Student Independence



Maria Walther

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While I was writing this book, the read-aloud area morphed into a Zoom screen, and collegial collaboration took place across the miles rather than around a table. Even so, and perhaps because of those changes, I was supported in my work by dedicated professionals and organizations who literally and figuratively shared their books and shared in my learning:

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As I put the finishing touches on this manuscript, I would be remiss if I didn't take a moment to thank my husband, Lenny, and our daughter, Katie, for the life we share. Whether we're hiking through the snow, cuddled up reading or enjoying a meal out, every small moment we spend together brings me joy.

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White Plains, NY

About the Author



Teacher, author, literacy consultant, and children's literature enthusiast, **Maria Walther** taught first grade for 34 years. Maria partners with teachers in their classrooms and inspires colleagues through engaging professional learning experiences. What educators appreciate most about Maria is her enthusiasm for teaching and her realistic approach toward classroom instruction. Maria earned a doctorate at Northern Illinois University and was named The Outstanding Literacy Alumni by the Department of Literacy Education for professionalism, service, and career success. Maria has been a longtime advocate of reading aloud. She was honored as *Illinois Reading Educator of the Year* and named the *ICARE for Reading Award* for fostering the love of reading in children. The award that Maria cherishes the most is *The Most Influential Educator* given to her by

one of her former first-grade students who is now a colleague. Maria is a prolific professional writer. She strives to create practical resources for busy teachers. Her best-selling book, *The Ramped-Up Read Aloud*, promotes joyful read aloud experiences. Learn more about her books at mariawalther.com and follow her on Twitter @mariapwalther.

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*"I promise to cross bridges, and break down walls, to rise with
the sun and learn from the falls."*

—I Promise by LeBron James and Nina Mata

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Reading, Learning, and Talking Together

A Year of Promise and Possibility

I'll let you in on a little secret: I'm wild about school supplies. I can barely walk past the aisle without grabbing the latest shade of markers or another journal . . . just in case. When the back-to-school sales begin, earlier and earlier it seems, I'm waiting outside the door. I wonder, "Is it the school supplies I crave or the anticipation of a brand-new year?" In *The Book Tree*, Paul Czajak (2018) writes, "Beginnings were always the best part. They smelled as if anything were possible" (n.p.). I do love the beginning of the school year with its promise and possibility.

In this chapter, I've curated a collection of books ideal for the first weeks of school because they shine the spotlight on some essential social-emotional competencies. As you read and discuss these books with children, you'll engage in dialogue that lays the groundwork for a healthy, caring community. Glance at the menu of shared reading interactions on page 32. Notice that in the short bursts of shared reading that follow the read-aloud experiences, you'll have the option to zero in on a range of skills and standards. Select the short bursts that meet your students where they are and move them forward.

The book experiences in this chapter will guide your students to do the following:

- Develop self-awareness
- Identify feelings and emotions
- Think flexibly
- Strategically problem solve
- Persist
- Empathize
- Build relationships

Along with my gratitude for inviting me to join you in your teaching space, I'm sending you strength, positivity, and joy as you open the world of possibility that lies between the covers of a book. And, if I knew your name and address, I would send you a bouquet of newly sharpened pencils, too!



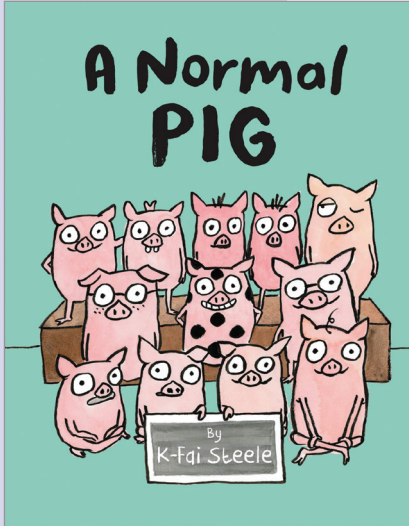
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Menu of Shared Reading Interactions

Book Title	Shared Reading Focus 1	Shared Reading Focus 2
<i>A Normal Pig</i> (Steele, 2019)	Listen for Sounds: Clap Syllables	Notice Writer's Craft Moves: Transition Words and Phrases
<i>I Promise</i> (James, 2020)	Listen for Sounds: Rhyme or Not?	Reread to Boost Comprehension: Read Between the Lines
<i>Watch Me</i> (Richards, 2021)	Match Letters to Sounds: Word Families - <i>ook</i> and - <i>all</i>	Reread for Fluency: Join in on a Repeated Phrase
<i>Not Quite Snow White</i> (Franklin, 2019)	Wonder About Words: Act Out Expressive Words	Reread to Boost Comprehension: Notice How Characters' Feelings Change
<i>Harlem Grown</i> (Hillery, 2020)	Ponder Punctuation: Commas in a Series	Notice the Writer's Craft Moves: Repeated Phrase
<i>When Grandpa Gives You a Toolbox</i> (Deenihan, 2020)	Wonder About Words: Compound Words	Reread to Boost Comprehension: Detail Detectives
<i>Dirt Cheap</i> (Hoffman, 2020)	Reread to Boost Comprehension: Enjoy the Funny Parts	Notice Writer's Craft Moves: Unseen Narrator
<i>The Last Tree</i> (Haworth-Booth, 2020)	Ponder Punctuation: Ellipses	Reread to Boost Comprehension: Consider Cause and Effect
<i>Oona</i> (DiPucchio, 2021)	Ponder Punctuation: Parentheses	Notice Writer's Craft Moves: How Dialogue and Inner Thinking Help Readers Understand Characters
<i>Jabari Tries</i> (Cornwall, 2020)	Reread to Boost Comprehension: The Magic of Three	Reread for Fluency: Join in on Expressive Words
<i>What's the Matter, Marla?</i> (Arnold, 2020)	Reread for Fluency: Speech Bubbles	Reread to Boost Comprehension: What's the Reason for the Feeling?
<i>I Talk Like a River</i> (Scott, 2020)	Wonder About Words: Similes	Notice Writer's Craft Moves: First-Person Point of View
<i>Swashby and the Sea</i> (Ferry, 2020)	Match Letters to Sounds: Look for Chunks	Wonder About Words: Adjective Trios
<i>The Arabic Quilt: An Immigrant Story</i> (Khalil, 2020)	Wonder About Words: Different Ways Authors Write "Says"	Notice Writer's Craft Moves: Transition Words and Phrases

My Favorite Texts and Resources for the First Weeks of School

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Read-Aloud Experience: Be Who You Are

Book Title: *A Normal Pig* (Steele, 2019)

About the Book: Pip the pig is satisfied being her normal self until a new pig joins the class. After the new pig teases Pip about her lunch and her artwork, she comes home upset and lashes out at her family. Pip's wise mom senses the problem and suggests a family trip to a museum in the city. There, Pip realizes that being "normal" doesn't mean being the same as everyone else.

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

- Characters developing self-awareness
- Stories with themes that will resonate with your learners

Comprehension Conversation



Before Reading

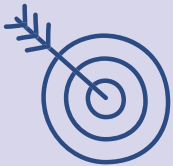
Notice the Cover Illustration

What do you suppose the pigs on the cover are doing? [Taking a class picture.] What else do you notice? Which pig would you say is the "normal" pig? [Listen to students' thoughts.] There are some hints on the book casing, the endpapers, and the title page that might make you rethink your first answer. [Glance at those book parts, and then discuss any new insights students have gleaned from the illustrations.]

Set a Purpose: The title of this book is *A Normal Pig*. While enjoying this story together, we're going to ponder the meaning of the word *normal*.

During Reading

- *Then one day, a new pig came to school* page: What changed on this page? How do you think the new pig's comments made Pip feel?
- *When her parents asked her what was wrong* page: Is it Pip's parents' fault she's upset? Notice what she is drawing. [A house.] Why do you suppose she's drawing a house? [Maybe because the new pig made fun of her unique house drawing in art class.]
- *At the playground, all the pigs looked so different* page: Why do you think Pip's mom wanted to take her to the city? When you compare the kids on the city playground to the ones on Pip's school playground, what do you notice? [Flip back to the first page to compare. Listen and respond to students' insights about rich diversity found in the city park compared to that found on Pip's school playground.]
- *When they got home, Pip was feeling better* page: Which events do you think caused Pip to change her mind about wanting a "normal" lunch? Think and talk about this question with a friend.



Learning Targets:

- I notice the words and actions of characters in a book.
- I think about how my words and actions make me who I am.

After Reading

- Can you infer that the author, K-Fai [Kay-Fy] Steele, was trying to teach you about the word *normal*? If someone asks you what the word *normal* means, what would you say?
- Let's go back to the museum page to translate what the pigs are saying in their own languages. [The author provides translations on the copyright page.]

**Extend the Experience**

- On this blank sheet of paper, draw or write any big ideas or lessons you learned from listening to this story.
- Remember the page when Pip was thinking about all of the things she could do when she grew up. Divide a piece of paper into half, and write or draw about two things you want to do when you grow up. For an extra challenge, flip to the back and share two other possibilities.

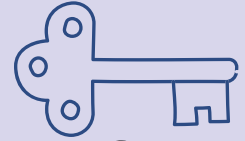
Similar Titles

● Avocado Asks: What Am I? (Abe, 2020)

About the Book: A little girl points at Avocado and asks, "Is an avocado a fruit or a vegetable?" This sends Avocado on a journey of self-discovery. Just when Avocado is feeling lost and alone, Tomato helps Avocado celebrate being a unique individual. This book pairs nicely with *Ogilvy* (Underwood, 2019a).

● Fred Gets Dressed (Brown, 2021)

About the Book: Fred bounds through his house "naked and wild and free" until he comes to his parents' closet. When the clothes on his dad's side don't quite work, he has better luck with one of his mom's outfits. After he adds some lipstick (on his cheek), his parents find him and, without judgment or hesitation, join in the dress-up fun.



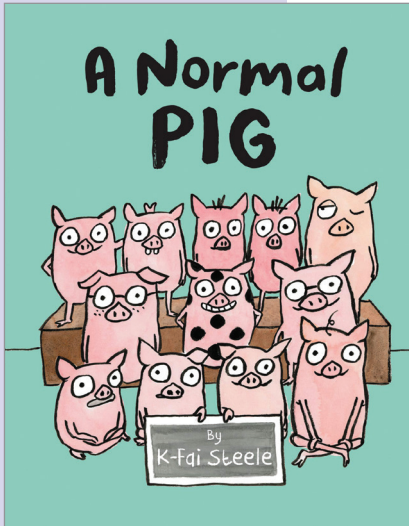
**Key Vocabulary
and Kid-Friendly
Definitions:**

- *respond*: to answer or react in some way
- *usual*: the most common way



View the author talking about *A Normal Pig* at resources.corwin.com/shakeupsharedreading

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Short Bursts of Shared Reading: *A Normal Pig*

Focus 1—Listen for Sounds: Clap Syllables

Before Reading

Set the Stage: As we reread *A Normal Pig*, we are going to pause on key pages to clap the syllables of certain objects that appear in the pictures. [If this phonological awareness activity is new to students, you may want to introduce syllable clapping by teaching them how to listen for and clap the syllables in their first name.]

During Reading

Investigate Key Pages

My Turn

Pip was a normal pig who did normal stuff page: I'm going to reread this page. Now, I'll point to a picture and clap the syllables. First, I'll clap the syllable in *Pip*. *Pip* is a one-clap or one-syllable word. Next, I'll clap the syllables in *playground*. *Playground* is a two-clap or two-syllable word.

Our Turn

Pip hadn't changed, but she started to feel different page: On this page, I will point to the instruments and say their names, and then you'll clap:

- drum
- tuba
- clarinet

What do you notice about the number of syllables in each of those words?

Your Turn

When her parents asked her what was wrong page: As we reread the next four pages, I'm going to choose one item on each page for you to clap.

- refrigerator
- subway
- museum
- swing

[Reread the rest of the book without pausing to clap syllables.]

After Reading

Nudge Toward Independence

Clapping syllables helps tune your ears into the sounds of words. You can practice this at school or at home by saying the names of your favorite objects and then clapping to find out how many syllables their names contain.

Focus 2—Notice Writer’s Craft Moves: Transition Words and Phrases

Before Reading

Set the Stage: In *A Normal Pig*, K-Fai Steele uses a technique to move a story through time. Instead of writing words like *and* or *and then* over and over, writers add transition words or phrases. Transition words or phrases are like a bridge that gets you from one part of the story to the next.

During Reading

Investigate Key Pages

My Turn

Then one day, a new pig came to school page: I notice that the author started this page with a transition phrase. The phrase “Then one day” helps me know that it is a new day.

Our Turn

On Saturday, Pip’s mother had an idea page: Reread the first sentence on this page. How did this transition help move the story through time?

Your Turn

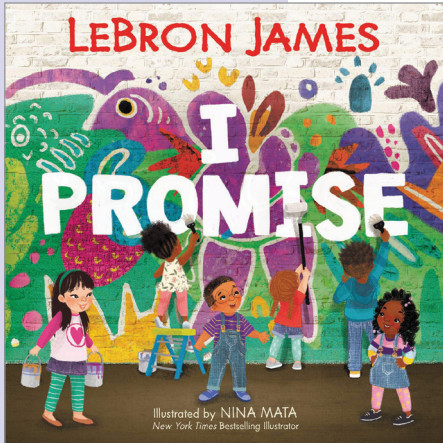
At the playground, all the pigs looked so different page: What is different about this transition? Does it tell you *when* or *where*? [Continue to guide students to notice the transitions and the fact that they are often followed by a comma.]

After Reading

Nudge Toward Independence

A *transition* is a word or a group of words that carries the reader from one part of the story to the next. I’m going to write some of the transitions we found on this chart in case you want to use them when you are writing. [On an anchor chart, record phrases like *Then one day*; *On Saturday*; *At the playground*; *When they got home*; and *On Monday*.]

Innovate on Text: In the story, we learn that Pip enjoys making art and cooking with her family. What do you like to do? On a blank sheet of paper, draw a self-portrait. Around the picture of your face, draw and label a few things you enjoy doing.



Read-Aloud Experience: Be Your Best Self

Book Title: *I Promise* (James, 2020)

About the Book: Meet a group of children in school and beyond who are living up to the promises they've made to themselves. This book is based on the practice of creating a set of self-promises that occurs in LeBron James's Promise School located in his hometown of Akron, Ohio.

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

- Themes that lead to conversations about self-awareness and positivity
- Messages that promote a growth mindset



Comprehension Conversation

Before Reading

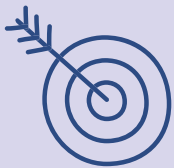
Notice the Cover Illustration

One thing I love about this book is Nina Mata's bright, colorful illustrations. She created them using digital tools— isn't that amazing? What are the kids on the cover busy doing? It looks to me like they are working together as a team. Would you agree?

Set a Purpose: Have you heard of the basketball player named LeBron James? Here's his picture on the back of the book. [Display back cover.] Along with being a basketball player, he also donates his time and money to help others. For children in his hometown, he worked with folks to open a Promise School. As we read, we'll learn about the kinds of promises we can make to ourselves. A promise is when you tell yourself or someone else that something will happen or will get done.

During Reading

- *I promise to go to school . . .* page: What do you think LeBron James means by "respect the game plan"? [Discuss different "game plan" or "group plan" scenarios like working with friends to complete a task or helping family members clean up after a meal.]
- *I promise to run full court . . .* page: On this page, when LeBron James talks about your *magic*, he means everything that makes you unique. What are different ways you can let your magic shine? Picture some of them in your mind.
- *I promise to wear a big smile . . .* page: There are two words on this page that might be puzzling to you. Let's take a look. The first word is *humble*. On this page, *humble* means that if you win a game, you don't brag or show off. The second word is *defeat*. Defeat is the opposite of win; it means to lose.
- *I promise to ask questions . . .* page: Let's talk about *second chances*. A second chance is when you tried something once, it didn't work, so you try it again. Sometimes you even need more than two chances! Have you ever given something a second chance? How did it go? Ask a neighbor how it went for them.
- *I promise to respect my elders and peers the same* page: You can use the picture clues to help you figure out the puzzling words on this page. *Elders* are people who are



Learning Targets:

- I notice the words and actions of characters in a book.
- I think about how my words and actions make me who I am.
- I talk, write, or draw about how I can use what I learned from this book in my own life.



View the book trailer at resources.corwin.com/shakeupsharedreading

older than you and *peers* are people who are about your same age. In our classroom, smile at an elder. Give an elbow bump to a peer.

After Reading

- What are some of the words or actions from this book that stuck with you? [If needed, flip back through the pages to spark students' conversation.]
- Which of the promises in the book are similar to promises you've made to yourself?



Extend the Experience

- In this book, you heard a lot of different personal promises—promises you can make to yourself. Now it's your turn. Write down two promises: a promise you plan to keep at school and one you want to work on at home. See *Personal Promise Reproducible Response Page* located on the companion website (resources.corwin.com/shakeupsharedreading).
- Work together in a shared or interactive writing format to cocreate a class promise.



Similar Titles

Remarkably You (Miller, 2019)

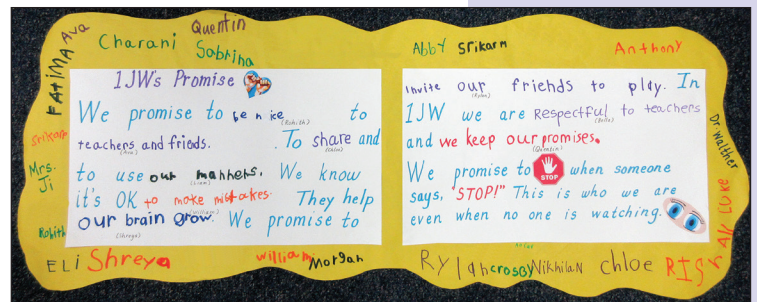
About the Book: This uplifting book showcases positive messages. The big takeaways readers will learn from this book are that they have the power to change the world and they should look for ways to celebrate their uniqueness and share their gifts with others.

When We Are Kind (Smith, 2020)

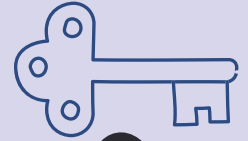
About the Book: This book, written by a team of Indigenous creators, highlights the reciprocal relationship between performing acts of kindness and the positive feelings one gains from being kind. Available in a dual-language edition in Diné and English, a French edition, and an English edition.

<p>I promise to ...</p> <hr/> <hr/> <hr/>  <p>at school.</p>	<p>I promise to ...</p> <hr/> <hr/> <hr/>  <p>at home.</p> <p>Name _____</p>
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Personal Promise Reproducible Response Page



Cocreated Class Promise

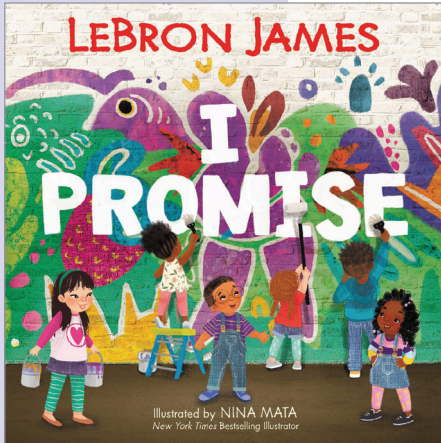


Key Vocabulary and Kid-Friendly Definitions:

- *courageous*: to be brave
- *humble*: not bragging or showing off about the things you have or can do
- *respect*: to be polite and nice to others



View the author reading *When We Are Kind* aloud at resources.corwin.com/shakeupsharedreading



Short Bursts of Shared Reading: *I Promise*

Focus 1—Listen for Sounds: Rhyme or Not?

Before Reading

Set the Stage: The book *I Promise* has a rhythm and a flow. It sounds that way because LeBron James sprinkles in some rhyming words. Get ready to reread, listen, and decide whether the two words at the end of the lines rhyme.

During Reading

Investigate Key Pages

My Turn

I promise to work hard . . . page: [Reread the page.] The two words we're going to listen to are *right* and *life*. To help me tune in to the word endings, I will bounce the rhymes. That means I pretend to put the first word in my left hand and say, "right, -ight, -ight," while bouncing my hand up and down. Then, put the second word in my right hand and say, "life, -ife, -ife," while doing the same thing. When I listen carefully to the sounds at the end of the two words, I hear that *right* and *life* do not rhyme.

Our Turn

I promise to go to school . . . page: [Reread the page together.] The two words we're going to listen to are *can* and *plan*. Let's bounce the rhymes. Put the first word in your left hand and say, "can, -an, -an." Then, put the second word in your right hand and say, "plan, -an, -an." Do the two words rhyme?

Your Turn

[Continue in the same fashion as you reread a few more pages. To help students make the sound-letter connection, you can revisit the word pairs and use a variation of Cunningham's (2017) *Rounding Up the Rhymes* strategy:

Write the word pairs on two separate index cards or Google Jamboard sticky notes.

- Listen for rhymes.
- If they rhyme, keep them displayed.
- If they don't rhyme, tear up the cards (kids love this!) or delete the Jamboard sticky notes.

Here are the word pairs from the book to explore:

time–shine	right–fight	same–came
things–bring	got–spot	walls–falls
speak–defeat		

After Reading

Nudge Toward Independence

Listening to and noticing rhyming words will help you both as a reader and as a speller.

Focus 2—Reread to Boost Comprehension: Read Between the Lines

Before Reading

Set the Stage: Our focus for rereading is to stop on key pages to read between the lines. That means we have to think beyond the picture and word clues and use our schema to try to piece together what LeBron James is trying to help us understand.

During Reading

Investigate Key Pages

My Turn

I promise to work hard and do what's right . . . page: When I first read the words *be a leader* on this page and look at the picture clues, I might think LeBron James is telling me to be a line leader. But when I read the rest of the sentence, I revise my thinking. The word clues help me see that he means much more than that. I infer he is saying that I should lead in different ways, like being the first to invite a new friend to play.

Our Turn

I promise to run full court . . . page: In basketball, when someone runs full court, they run from one basket to the other, but the picture shows kids playing soccer, so I'm thinking he means more than running back and forth on a basketball court. Can you infer what *run full court* means? [Try your best, finish what you start, don't give up.]

Your Turn

I promise to cross bridges page: Okay. The last line on this page reads, "learn from the fall." Even though the picture shows a child falling, your challenge is to think beyond that meaning. Put your head together with a partner and see if you can infer what he might be telling us to do. [Learn from mistakes.]

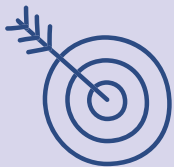
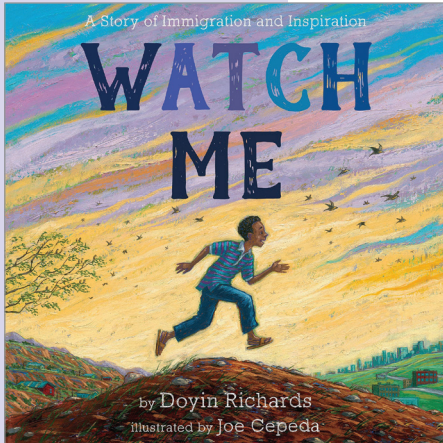
After Reading

Nudge Toward Independence

Sometimes we have to think beyond the words and picture on the page to understand the author's message. This takes time and practice. When you are doing this on your own, it is helpful to talk about the ideas in your books with another reader.

Innovate on Text: Writers use different patterns or structure to create texts. LeBron James used a list pattern to write *I Promise*. If you want to write a list book, think of your own topic or use one of these ideas:

- Leaders are . . .
- I'd like to try . . .
- I'm special because . . .



Learning Targets:

- I use pictures, words, and my schema to infer how a character is feeling.
- I talk, write, and draw about how the characters felt.

Read-Aloud Experience: Infer Characters' Feelings

Book Title: *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.

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

- Characters experiencing a wide range of emotions
- Characters who overcome challenges



Comprehension Conversation

Before Reading

Notice the Cover Illustration

What do you notice about the landscape on the cover? [To the left of the boy, there are mountains and he's running toward a city.] Think about the title *Watch Me*: what are some possible activities we could watch this boy do? Joe Cepeda painted the illustrations in this book with oil paint. If you look closely, you can see the texture of his brushstrokes.

Set a Purpose: The subtitle of this book is *A Story of Immigration and Inspiration*. *Immigration* is when people move into a new country. *Inspiration* is what happens when you see another person do something and it gives you the feeling that you could do it too. Now that you know the meaning of the subtitle, do you want to revise or add to your thinking about what you might watch the boy do?

During Reading

- *You had goals and dreams, like you* page: Can you infer Joe's friends' thoughts about his dream of going to America? What clues led you to this inference?
- *His friends and family were right* page: How do you suppose Joe might be feeling on this page? What would you have said if you heard someone teasing Joe?
- *It hurt Joe to be hated for things he couldn't control* page: Which adjectives would you use to describe Joe? Joe is . . . [brave, persistent, determined].
- *How do I know?* page: Talk about what you learned on this page. Did the fact that this book is about the author's dad surprise you?

After Reading

- Explain how Joe's emotions changed throughout the book. What was Joe's attitude at the beginning of the story? How did his feelings change when he arrived in America? Can you imagine how he felt when he became a doctor?
- Choose one word that best describes how you felt after reading this book. Share that word with a neighbor. Ask your neighbor about their word. Are your words the same or different?



Extend the Experience

- Use the *Inferring a Character's Feelings Reproducible Response Page* found on the companion website (resources.corwin.com/shakeup/sharedreading) to write and draw about how Joe's feelings changed throughout the story.
- The people Joe met when he came to America were not very welcoming. Throughout your life, you are going to be in many situations where you will have the chance to warmly welcome someone. What are some different ways to make others feel welcome? Let's work together to create a list of welcoming actions that we can practice.

Similar Titles

Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon (Singh, 2020)

About the Book: Like Joe in *Watch Me*, Fauja defies the expectations of onlookers throughout his long, happy life. Beginning in his childhood when his relatives think he is too weak to walk and continuing until age 100 when he completes the Toronto Waterfront Marathon, Fauja persists. The repeated refrain "Fauja did not listen and Fauja did not stop" reveals the theme of this book. This biography begins with an inspiring letter from Fauja Singh and ends with additional background information, including his running accomplishments.

Nya's Long Walk to Water: A Step at a Time (Park, 2019)

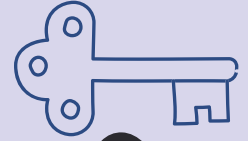
About the Book: In the picture book companion to Linda Sue Park's (2010) novel *A Long Walk to Water*, set in South Sudan, we meet Nya (pronounced as one syllable: nyah) and her sister Akeer. They are on their way home from fetching water when Akeer falls ill. With no help in sight, Nya has to carry both Akeer and the water on the long walk back to their village.

Name _____

Inferring a Character's Feelings

In the beginning ...	In the middle ...	At the end ...
The character felt	The character felt	The character felt
because	because	because

Inferring a Character's Feelings Reproducible Response Page



Key Vocabulary and Kid-Friendly Definitions:

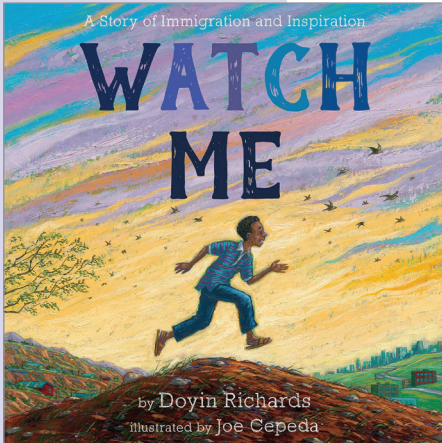
- *achieve*: to get something you've been working for
- *doubted*: thought something might not be true
- *prove*: to show that something is true or correct

Ways to Welcome

- Smile 😊
- Wave 🙌
- Say, "I'm happy you're here!"
- Invite them to play.
- Introduce them to friends.
- Show them around.

W E L C O M E 😊

Ways to Welcome Chart



Short Bursts of Shared Reading: *Watch Me*

Focus 1—Match Letters to Sounds: Word Families *-ook* and *-all*

Before Reading

Set the Stage: Word detectives, get ready to tune your ears to the end of words by listening for and looking at 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.

During Reading

Investigate Key Pages

My Turn

Do you watch them learn and study, surrounded by books? page: I notice that the words at the end of these two questions rhyme. The words are *looks* and *books*. Why do you suppose Doyin Richards chose to have this section of the book rhyme? The words *look* and *book* are in the same word family. I'm going to write them on a word family chart so that you can see the spelling pattern at the end of the word.

Our Turn

Do you watch them throw an awesome curveball? page: Can you find two words from the same word family? [*curveball* and *hall*.] Look at the end of each word as I write it on the word family chart. What do you notice? Listen to how the ends of the words sound when you say them aloud.

Your Turn

[Divide the class into two groups, one for the *-ook* word family and one for the *-all* 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 add the words to your class word family chart. Chant the words together to listen for the ending sound.]

Word Family Chart

-ook Family

look

book

-all Family

ball

hall

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 a Repeated Phrase

Before Reading

Set the Stage: When we read this book the first time, we noticed that the author repeated the phrase “Watch me.” I’m going to reread, and you’re going to join in on the words “Watch me.”

During Reading

Investigate Key Page

My Turn

He was different page: When I read the words “Watch me,” I’m going to imagine I’m Joe talking to his friends and family.

Our Turn

But Joe’s dreams didn’t hang out with “safe” and “easy” page: Pretend you’re Joe. How would you say, “Watch me” to the people who are doubting him?

Your Turn

Many of his teachers and classmates thought he wouldn’t graduate page: Think about what is happening on this page before reading, “Watch me.”

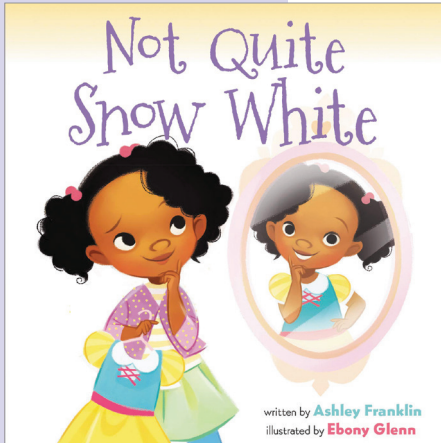
After Reading

Nudge Toward Independence

Why do you suppose the author repeated the words “Watch me”? How does the repeated phrase help you understand Joe’s story? What other phrases could Joe have repeated that would have a similar meaning?

Innovate on Text: Has anyone ever told you that you can’t do something that you know you have the ability to do? Think about activities that are safe and healthy for you to do. Use this sentence stem to write about your experience: When someone tells me I can’t _____ I will say, “Watch me!”

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Read-Aloud Experience: Empathize With Characters' Feelings

Book Title: *Not Quite Snow White* (Franklin, 2019)

About the Book: Tameika's life is filled with music and movement. She loves being on stage but has never played the part of a princess. At school, when she sees a poster advertising auditions for the princess in *Snow White*, she's the first one in line. During auditions, she overhears kids whispering reasons why she shouldn't get the part. When her father finds out what happened, he reassures Tameika that she is "just enough of all the right stuff" to be a princess. With her confidence buoyed, Tameika nails the audition and gets the part.

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

- Illustrations that clearly reflect characters' feelings
- Characters who display a range of emotions
- Characters who overcome challenges

Comprehension Conversation

Before Reading

Notice the Cover Illustration

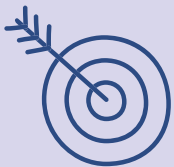


Compare the picture of the girl with her reflection in the mirror. What do you notice? Why do you suppose that the illustrator, Ebony Glenn, made the two images look different? Talk about it with a friend. If you were going to write words in a thinking bubble above each image of the girl, what would each bubble say?

Set a Purpose: Ponder the title *Not Quite Snow White*. What do you think the author means? [What the girl is not Snow White yet.] Readers, as we read to find out whether the girl gets to be Snow White, notice how she is feeling and consider how you might react if you were in the same situations.

During Reading

- *Tameika had a hip-rolling happy dance* page: Look at Tameika's face and body in these pictures. Can you find clues to help you infer her mood? [Discuss her body language and facial features.]
- *After the audition, Tameika heard some of the other kids whispering* page: Imagine what is going through Tameika's mind right now. What would you be thinking and feeling?
- *Tameika slouched and sucked in her belly* page: Wow! Tameika sure looks different here than she did at the beginning of the story. What caused her mood to change? Ask a neighbor how they would be feeling if they were in a similar situation.
- *"Besides," said her dad, "Snow White is just pretend"* page: Let me reread her dad's encouraging words: "You're just enough of all the right stuff." Tell a friend what you think he means.



Learning Targets:

- I use pictures, words, and my schema to infer how a character is feeling.
- I think about how I would feel in the same situation.
- I talk, write, and draw about how the characters felt.



View the author talking about the book at resources.corwin.com/shakeupsharedreading

After Reading

- What words would you use to describe Tameika's emotions at the end of the story?
- Think about the sentence on the last page. Where have you read that sentence before? [They were the encouraging words her dad told her at bedtime.]



Extend the Experience

- What do you think Tameika learned about herself in this book? Write and/or draw to explain your thinking.
- I noticed when we were discussing this book, we were using words like *happy*, *sad*, and *mad* to describe Tameika's feelings. I think we can challenge ourselves to more accurately describe characters' emotions if we have a range of words to use. [Gather books that highlight the feelings *happy*, *sad*, and/or *mad*. Over the next few days, read a book featuring one particular feeling. Then, using a thesaurus, help students brainstorm a list of synonyms for each word. In small groups, invite learners to put the synonyms in order of intensity. Record words on a chart or electronic document to display near read-aloud area.]

Similar Titles

● *Amazing Grace* (Hoffman, 1991)

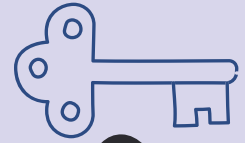
About the Book: When I finished the last page of *Not Quite Snow White*, I immediately thought of *Amazing Grace*. Like Tameika, Grace wants to act in a play as Peter Pan, but two children tell her she can't because she is Black and she's a girl. Buoyed by the positivity of her mother and grandmother, she auditions and gets the lead role.

● *The Bug Girl (A True Story)* (Spencer & McNamara, 2020)

About the Book: Sophia loves bugs. When Sophia brings a grasshopper to school, her friends tease her and kill the bug. Seeing Sophia's passion dampened, her mother reaches out to a group of entomologists. This request for a "bug pal" results in an outpouring of bug-related advice and opportunities. Backmatter includes "More Bug Facts."

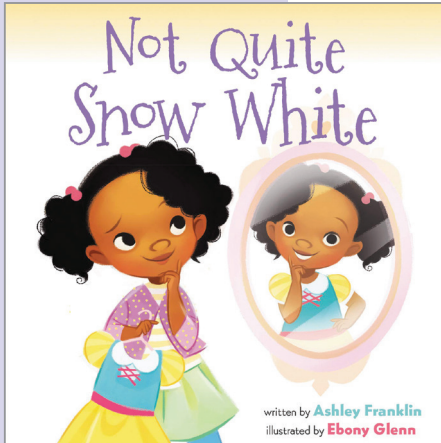


Synonyms for Happy and Mad



Key Vocabulary and Kid-Friendly Definitions:

- *jittery*: being nervous, scared, or a little shaky
- *poised*: to act calm because you know you can do something



Short Bursts of Shared Reading: *Not Quite Snow White*

Focus 1—Wonder About Words: Act Out Expressive Words

Before Reading

Set the Stage: Tameika is an energetic girl. We know that because of the words Ashley Franklin used to describe her actions. Let's read, think about, and act out some of the words in *Not Quite Snow White*.

During Reading

Investigate Key Pages

My Turn

Tameika had a hip-rolling happy dance page: I'm noticing the words *swayful* and *stomping*. They communicate two very different actions. A swayful dance would be more flowing and quiet, like ballet. On the other hand, I might stomp to a rap or hip-hop song. Let me show you how I would act out both dances. Now, try it with me.

Our Turn

Tameika slouched and sucked in her belly page: Reread the first sentence on this page. What does it mean to slouch? Show me your slouchy look. Why do you suppose Tameika was slouching?

Your Turn

It was Tameika's turn at last page: When Tameika was on stage, her legs were *jittery*. Stand up and act out what jittery legs might look like. Have you ever had jittery legs?

After Reading

Nudge Toward Independence

When you read characters' actions, imagine yourself doing the same action. Notice if doing that helps you connect with and understand the character.

Innovate on Text: If you could act in a play or a movie, what role would you want? Why? Write, draw, or video record your answer.

**Focus 2—Reread to Boost Comprehension:
Notice How Characters’ Feelings Change**

Before Reading

Set the Stage: Our purpose for rereading is to notice the changes in Tameika’s emotions throughout the story. We’re also going to think about where the story took a turn.

During Reading

Investigate Key Pages

My Turn

Tameika was so excited that she went to both days of auditions page: I’m going to choose precise adjectives to describe Tameika’s feelings at the beginning of the story. Up to this point in the story, I would say that Tameika is joyful, confident, and excited. I will write those adjectives on the *How Characters’ Feelings Change* chart.

Our Turn

For the first time, she didn’t feel like dancing or singing page: If you had to describe Tameika’s feelings now, what adjectives would you choose? Let’s jot them on the chart.

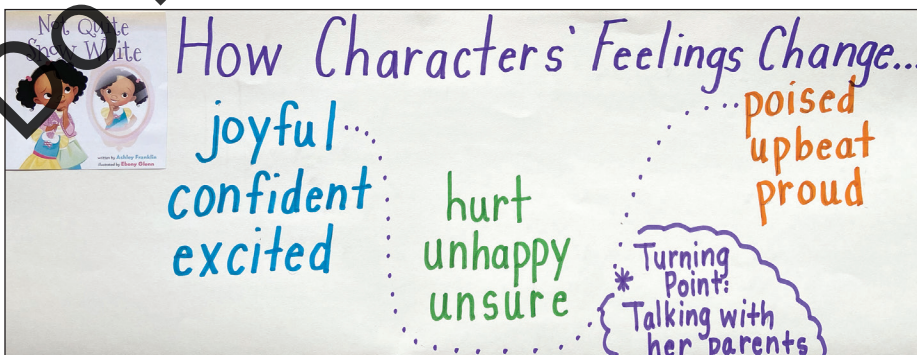
Your Turn

Maybe she was just enough of all the right stuff page: Talk with a friend. Brainstorm some adjectives you would use to describe Tameika’s mood at the end of the story. Tell your friend about the event that happened in the middle of the story that caused her feelings to change. That event is called the *turning point*. I’ll mark it on the chart.

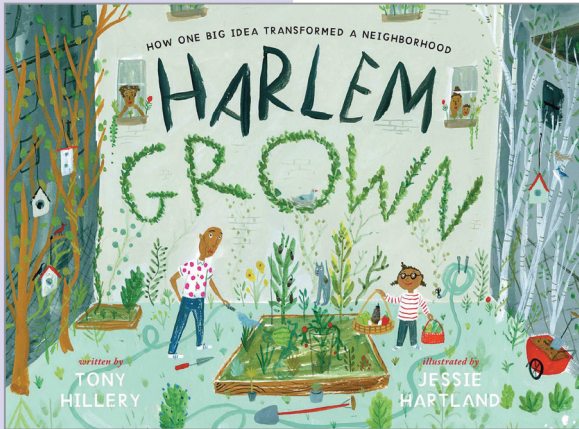
After Reading

Nudge Toward Independence

Today we studied how Tameika’s feelings changed over the course of the story and noticed the turning point of a story. Noticing the turning point helps you better understand how a character grows and changes as they learn new things. To use what we practiced 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 feelings before and after the turning point. Ponder the lessons the character learned along the way.



How Characters’ Feelings Change Chart



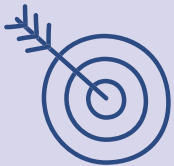
Read-Aloud Experience: Notice Characters' Decisions

Book Title: *Harlem Grown: How One Big Idea Transformed a Neighborhood* (Hillery, 2020)

About the Book: Based on the inspiring true story of how Tony Hillery worked alongside children to plant the Harlem Grown gardens in New York City.

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

- Characters or people who figure out how to solve problems
- Characters or people who work with others to improve their community



Learning Targets:

- I notice how characters make decisions when they have a problem.
- I think about how I make decisions when I have a problem.



Comprehension Conversation

Before Reading

Notice the Cover Illustration

Jessie Hartland included a lot of details in her cover illustration. Tell a friend three details you see. Ask them if they can find three different details. The title of this story is *Harlem Grown*. Notice there are words above the title. This is the subtitle of the book: *How One Big Idea Transformed a Neighborhood*. The subtitle adds more information about the topic of the book. The word *transformed* means to change something. Put together what you've learned from the title, subtitle, and illustration to predict what the big idea might be.

Set a Purpose: I guess we better start reading to see if your predictions match the author's idea. I'm also curious to find out why something in the neighborhood needed a change and what decisions people made that transformed the neighborhood.

During Reading

- *Once, in a big city, in a bustling neighborhood, there was Nevaeh's school* page: What have you learned so far about the setting for this book? Do you notice any problems?
- *One day a man came to PS 175* page: What's his idea? Is your prediction the same as it was before we started reading, or have you revised it based on what we've read?
- *Her friends came too* page: Wow! They planted 400 seedlings. Do you think all of them will grow?
- *Then the kids watered and weeded, and their plants began to grow* page: Hmmm! What's the problem? [Nevaeh's plants aren't growing.] What does Mr. Tony decide to do? [Plant something different.] Do you think it will work?
- *Wood* page: What is Mr. Tony's new plan? Have you ever seen a raised bed garden? How might this type of garden help? [Fewer weeds, keeps critters out, better soil.]

After Reading

- What was the big idea that transformed the neighborhood?
- Talk about the decisions Mr. Tony made to create the garden.

**Extend the Experience**

- Now that the garden is growing, what else could Mr. Tony and the kids do with the food from the garden? Write, draw, or video record your ideas.
- In this book, Mr. Tony and the kids planted a garden and watched it grow. We are going to do a little experiment to learn more about how seeds grow. Let me show you how to make a “germinator.” [For a how-to video by PBS Learning Media, see <https://bit.ly/1x9WKSL>. The figure below lists directions for quick reference.]

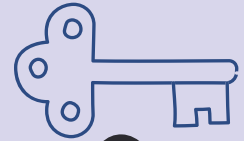
Similar Titles

● **Big Feelings (Penfold, 2021)**

About the Book: The kids in *Big Feelings* decide to spruce up an empty lot in their neighborhood. As they are working, they experience conflict and have to compromise to come up with a solution. Ultimately, they accomplish their goal of creating a playground only to have a storm make a mess of their hard work. Once again, they have to find a way to look on the bright side. Most of the story is told through the illustrations, making this an ideal book for inferring both the plot and characters' feelings.

● **A Garden to Save the Birds (McClure, 2021)**

About the Book: After a bird crashes into the window of Callum's house, Callum, his mom, and his sister Emmy set out to make their yard more bird-friendly. The more they do and learn, the more they want to spread their knowledge. Soon, their whole block has become more welcoming to birds. Eventually, Callum's neighborhood is designated as a certified wildlife habitat. The backmatter includes suggestions for creating safe areas for birds.



Key Vocabulary and Kid-Friendly Definitions:

- *bustling*: everything moving quickly, a busy place
- *cluttered*: filled with lots of different things
- *tended*: to have taken care of something

Let's Make a Germinator

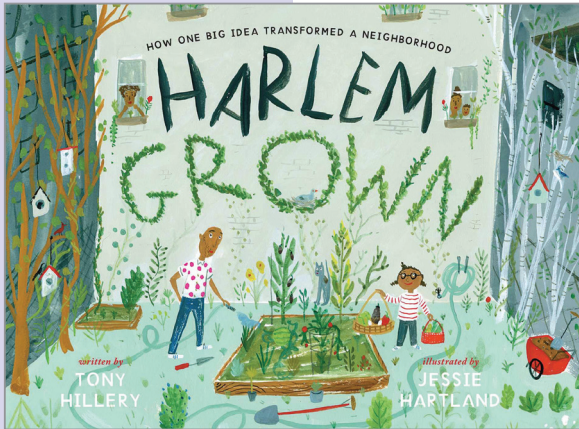
Materials:

- seeds
- paper towel
- Ziplock bag
- $\frac{1}{2}$ cup water
- ruler
- stapler

Procedure:

1. Fold paper towel to fit in bag.
2. Slide paper towel in bag.
3. Measure 3 inches from top of bag.
4. Staple a row of staples, with paper sticking up.
5. Pour water in the bag.
6. Put seeds in bag above staples.
7. Zip up your germinator, tape it to a sunny window, and OBSERVE and LEARN!

How to Make a Germinator



Short Bursts of Shared Reading: *Harlem Grown*

Focus 1—Ponder Punctuation: Commas in a Series

Before Reading

Set the Stage: Today we're going to look for and learn about commas. A comma looks like a period with a tail on it. Let's study the commas in this book to see what we can discover.

During Reading

Investigate Key Pages

My Turn

Nevaeh called it the haunted garden page: Here is a list of the items that are cluttering the haunted garden. I notice that each item is followed by a comma. That signals me to rest or pause after reading each item. Listen to how that sounds. [Reread the page aloud.] Writers use commas to separate a list of three or more things.

Our Turn

Four hundred seedlings went into the ground, one for each kid page: This is a list of the spices they planted. What do you notice after each spice in the list? [A comma.] Read the list using what you know about commas.

Your Turn

and at last . . . page: Wow! Do you see this gigantic list? I'll read it first, and then you can echo read it after me. Notice the comma after each food.

After Reading

Nudge Toward Independence

What did you learn about commas? When writers use commas between items in a list, the convention is called *commas in a series*. I bet you'll start noticing commas between items in a list in the books you're reading. Remember that a comma is a signal to pause while you're reading.

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

Before Reading

Set the Stage: Authors repeat words or phrases to emphasize a point or help us remember important parts of the story. Let’s see if that’s true in *Harlem Grown*.

During Reading

Investigate Key Pages

My Turn

Once, in a big city called New York page: When we read this book the first time, I noticed that Tony Hillery repeated some of the words on this page a few more times in the book. On this page, the words tell me about the setting and the problem of the story. Those are important elements to remember.

Our Turn

Once, in a big city page: Reread this page with me. Which words are the same as the first page, and which are different? Why do you suppose Tony Hillery repeats a similar phrase here?

Your Turn

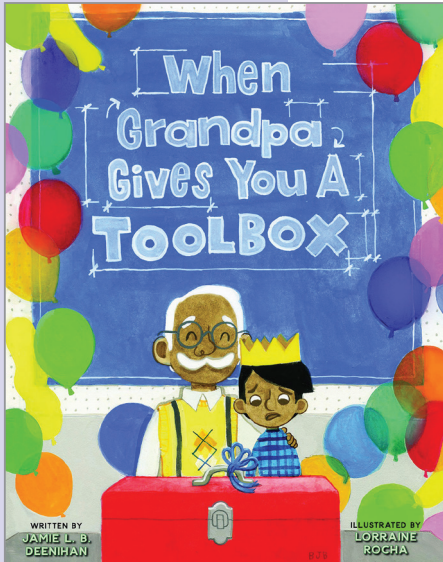
Once, in a big city called New York page: What do you notice about the repeated words on this page? [Discuss how Tony Hillery “bookended” the story by using a similar beginning and end. Also, draw students’ attention to how this page summarizes the story.]

After Reading

Nudge Toward Independence

Tony Hillery isn’t the only author who uses repeated phrases. As you’re reading, notice how other authors use repetition to make certain words or ideas stand out. Think about how you might use repeated phrases in the stories you are writing.

Innovate on text: In the backmatter, there is a page that says you can start a garden anywhere. If you were going to start a garden, where would it be? What would you plant? Draw and label a picture of your garden.



Read-Aloud Experience: Notice Characters' Reactions

Book Title: *When Grandpa Gives You a Toolbox*
(Deenihan, 2020)

About the Book: It's the boy's birthday, and instead of getting what he wished for—a house for his dolls—his grandpa gives him a toolbox. The boy is polite but not excited about his new gift. When he sees a bird without a nest, it sparks an idea. With his grandpa's help, he builds a birdhouse. The boy comes to appreciate and enjoy the toolbox and project at a time.

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

- Characters who make the best of a difficult situation
- Intergenerational relationships

Comprehension Conversation

Before Reading

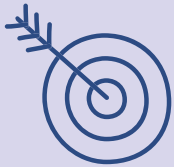
Notice the Cover Illustration

The title of this book is *When Grandpa Gives You a Toolbox*. What can you infer from looking at the cover? [It's the boy's birthday. He's unhappy about getting a toolbox.] Look carefully at the title. It's almost as if it has been written on graph paper; it looks like a blueprint or design for building something. People use this kind of paper when they are planning a project. Hmmm. Any thoughts?

Set a Purpose: I'm curious to know what the boy is going to make using the tools in his toolbox. Do you have any predictions? Share them with a classmate. Readers notice what characters say, how they act, and how they react to different situations. Let's open the book and get this story started!

During Reading

- **Front endpapers:** What is happening on the endpapers? [Grandpa is pulling into the boy's driveway with a gift in the bed of his truck.] After reading, we'll compare the front endpapers to those in the back to decide if they're the same or different.
- **Next, compliment Grandpa as he shares photos . . .** page: How did the boy react to his gift? [He listened patiently, complimented Grandpa, and gave him a hug.] Let's talk about his reaction. We know he was disappointed, but he was still patient and kind. What does this tell you about the boy?
- **It'll be easy to forget about Grandpa's toolbox** page: Can you infer what is going on here? Look carefully at the illustrations. Whisper your prediction to a neighbor.
- **With guidance and lots of practice, you'll discover . . .** page: Remember the blueprint we saw on the cover. What are they designing on this page? [Birdhouse plans.]
- **You and Grandpa will work together measuring and sawing** page: Hmmm! Can you predict what they are building this time?



Learning Targets:

- I notice how characters react to problems or situations.
- I think about how I react to problems or situations.

After Reading

- Recall the boy’s feelings at the beginning of the story, and compare them to the way he felt at the end. What changed? Do you think that would have happened if the boy had a different reaction to the toolbox?
- How are the front and back endpapers alike? How are they different?



Extend the Experience

- When the boy got the toolbox, he wasn’t excited but reacted by being patient, complimenting his grandpa, and giving him a hug. There will be many times in your life when you will be faced with situations that do not go the way you expect, so it’s helpful to think through ways to deal with disappointment. Imagine I told you we were going on a field trip, but when you got to school you found out that the trip was cancelled. Work with a partner to come up with different ways you could react to this unexpected event. Then, we’ll share.
- In this story, the boy and his grandpa built a birdhouse, a house for his dolls, and a tree house. If you had a toolbox, what would you build? Write your idea and make a plan on the *Toolbox Reproducible Response Page* located on the companion website (resources.corwin.com/shakeupsharedreading). Look on the last page of *When Grandpa Gives You a Toolbox* for some ideas.

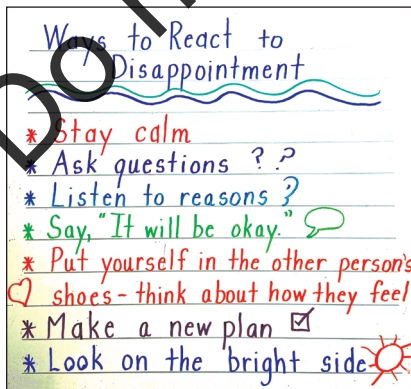
Similar Titles

Drawn Together (Lê, 2018)

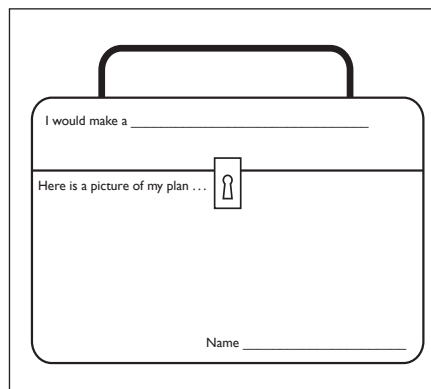
About the Book: When a young boy goes to visit his grandfather, they have difficulty communicating because they speak different languages. Just when they give up trying, they discover a new way to connect—through their shared love of drawing.

When Grandma Gives You a Lemon Tree (Deenihan, 2019)

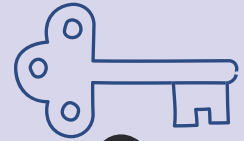
About the Book: When Grandma gives a little girl a lemon tree for her birthday, she makes lemonade out of lemons while teaching readers a few helpful life lessons. In the end, instead of using the money she earned from selling lemonade to buy the electronics on her wish list, the girl buys more plants and installs a community garden.



Ways to React to Disappointment Chart



Toolbox Reproducible Response Page

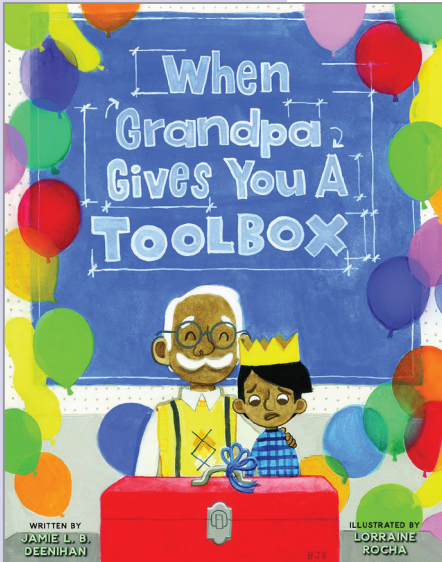


Key Vocabulary and Kid-Friendly Definitions:

- *complain*: to say that you are not happy with something
- *handy*: something that helps you
- *patient*: staying calm when you have to wait a long time or something isn’t going your way



View the illustrator of *Drawn Together* discussing his process at resources.corwin.com/shakeupsharedreading



Short Bursts of Shared Reading: When Grandpa Gives You a Toolbox

Focus 1—Wonder About Words: Compound Words

Before Reading

Set the Stage: Compound words are two separate words put together. When they are joined together, they make a new word. Sometimes the compound 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

But, surprise! page: The word *toolbox* is made from the words *tool* and *box*. I'm going to put my left hand up and say *tool*, my right hand up and say *box*, and clap them together to form *toolbox*. I can figure out the meaning of that word by putting the two words together. A *toolbox* is a box for tools.

Our Turn

What should you do when Grandpa gives you a toolbox for your birthday? page: The word *birthday* is also a compound word. It is made from the words *birth* and *day*. I'm going to put my left hand up and say *birth*, my right hand up and say *day*, and clap them together to form *birthday*. Your turn. Clap the words *toolbox* and *birthday*. Can you use the two small words to figure out the meaning of *birthday*?

Your Turn

It'll be easy to forget about Grandpa's toolbox page: Here are two more compound words. Show me how you would clap *forget* and *someone*. [If you want to give students more practice clapping compound words, here are a few more compound words that end with *box*: *lunchbox*, *mailbox*, *sandbox*.]

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?

toolbox	birthday	backyard
forget	someone	treehouse

Focus 2—Reread to Boost Comprehension: Detail Detectives

Before Reading

Set the Stage: The illustrations in this book are filled with details that I didn't notice the first time around. I need to reread and look carefully at each picture to pay better attention to them. Get ready to be a detail detective.

During Reading

Investigate Key Pages

My Turn

DO NOT: launch it into outer space page: The first time I read this page, I didn't realize that the boy's outfits match the situation in each of the four scenes. Even his dog is wearing different kinds of hats in each scene and an eye patch when they are burying treasure! I also see that, in the outer space scene, the neighbor's doghouse is broken. That detail is important later in the story, but the illustrator gave us a preview here.

Our Turn

With guidance and lots of practice, you'll discover . . . page: Let's flip back to the beginning of the book. Notice the boy always has his superhero doll nearby. Where is it on this page? Hmm! Let's watch for the doll as we continue rereading.

Your Turn

You and Grandpa will work together measuring and sawing page: Look at the details in the four illustrations on this page. Tell a friend what you notice. [If you look in the background through the window you can see evidence that it has taken them a year to build this project together. The illustrations show that the seasons are changing.] How are the details in these illustrations helpful in figuring out what is going on in the story?

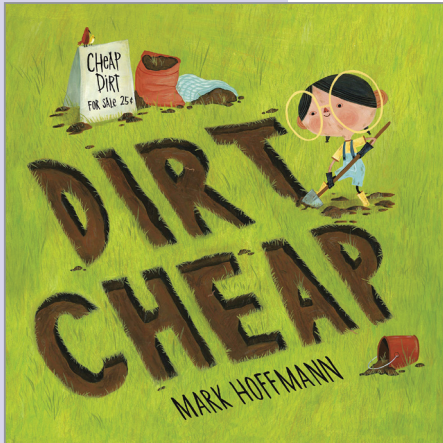
After Reading

Nudge Toward Independence

Whether in the pictures or words, details make a story more meaningful. Think about how much we might have missed if we didn't reread this book! Rereading the pictures to notice the details is something you can do to make sense of what happened in the book. When you're writing, adding details to your words or pictures will keep your readers interested.

Innovate on Text: You can borrow the author's idea to write your own version of this story. Think about a time when someone gave you something. What happened after they gave it to you.

Use this sentence stem to get started: When _____ gave me a _____, . . .



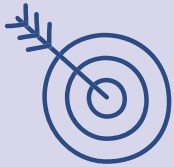
Read-Aloud Experience: Make a New Plan

Book Title: *Dirt Cheap* (Hoffman, 2020)

About the Book: Birdie really wants the XR1000 Super Extreme Soccer Ball, but she doesn't have any money. Helped by an interactive narrator, she decides to sell the dirt from her yard. Once she lowers the price to twenty-five cents, she makes enough money to buy the soccer ball. In an unexpected twist, she realizes she has dug up her whole lawn and therefore has no place to play soccer. Fortunately, resourceful Birdie has a solution—she opens a lawn care service.

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

- Characters who are innovative problem solvers
- Characters who design, build, and/or innovate



Learning Targets:

- I notice how characters think and act to solve problems.
- I look for new and different ways to solve my own problems.



Comprehension Conversation

Before Reading

Notice the Cover Illustration

Can you figure out what this girl is doing? [She's digging up the grass and selling dirt.] Let me show you the whole wrap-around cover. See how it is just one big scene that wraps around the whole book. What is happening on the back cover? [A dog is digging up another yard.] How might these two pictures be related? Turn and tell a friend what you're thinking.

Set a Purpose: Why do you suppose the girl is selling dirt? [Listen to students' ideas.] What do you think she'll do with the money she earns? [Listen to students' thoughts.] Okay, curious readers. There's only one way to find out. Let's read *Dirt Cheap* to learn the reason this girl is selling dirt and whether it works out the way she plans.

During Reading

- **Front endpapers:** Take a careful look at the houses and yards pictured on the front endpapers. What do you notice? We're going to come back to these endpapers after reading the story.
- **Title page:** Notice that there are two different people talking on this page. It seems like one is the narrator—the narrator's words look like they are typed. Birdie's words look different. Sometimes the different fonts or ways the words are printed help us determine who is talking in the story. Let's see if that is true in this story.
- **Well, soccer balls cost money page:** Explain Birdie's problem. What do you think of the narrator's solution? If you were in Birdie's situation, what would you choose to sell?
- **DIRT FOR SALE! page:** Turn and tell a neighbor your opinion. Do you think twenty-five dollars is too much for a bag of dirt?
- **I used to love playing soccer in my yard page:** Oh my! Can you infer what Birdie's problem is now? How might she go about solving it?

After Reading

- What did you think of Birdie’s new solution? Talk about it with someone nearby.
- Back endpapers: Let’s compare and contrast the front and back endpapers. How are they the alike? What’s different? What do you think Mark Hoffman is trying to show us?



Extend the Experience

- In this story, Birdie was faced with many problems. Each time a problem arose, she had to figure out a new solution. What does that tell you about Birdie’s personality? If you remember and write down her problems and solutions, it can help you retell the story.
- *And those are just a few of the ways to do it* page: In this story, Birdie’s neighbors paid her twenty-five cents using different coin combinations. Can you show different coin combinations to make ___ cents? [Divide students into partner or small groups, and provide each group with real coins or access to digital manipulative coins. Invite each group to show the different combinations to make a specific amount of money. Choose amounts that make sense for the students in each group.]

Similar Titles

● *Jabari Tries* (Cornwall, 2020)

About the Book: After overcoming his fears in *Jabari Jumps* (Cornwall, 2017), Jabari sets out to design a flying machine. His sister Nika wants to help. When Jabari resists, his dad steps in and encourages him to view his sister as his inventing partner. After a few attempts, a bit of frustration, and some wise advice from their dad, Jabari and Nika finally find success. [See book experiences in Chapter 1 on pages 70–73.]

● *The Little Red Fort* (Maier, 2018)

About the Book: This girl-powered version of *The Little Red Hen* begins as Ruby, who is filled with ideas, finds some pieces of wood and asks her brothers to help her build a fort. When they refuse to help, Ruby plans and constructs a fort with assistance from her dad, mom, and grandma. After her brothers finally add some amenities to her fort, she lets them join in the fun. The backmatter includes fort building ideas.

Dirt Cheap by Mark Hoffman

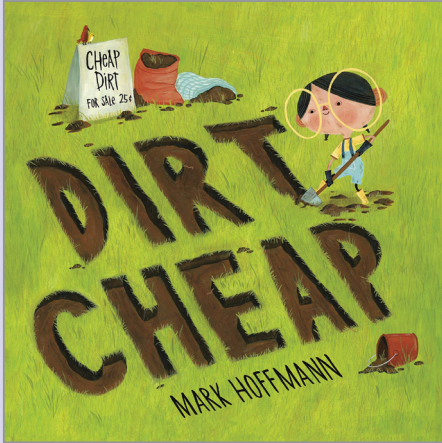
Problem	Solution
Birdie wants a soccer ball but doesn't have money.	She has a yard sale.
No one comes to the yard sale.	She sells dirt.
The price of dirt is too high.	She lowers the price.
Birdie can't play soccer because she dug up her yard.	She starts a lawn service to buy more dirt.

Dirt Cheap Problem-Solution Chart



Key Vocabulary and Kid-Friendly Definitions:

- *hefty*: a big amount of money, a high price
- *plenty*: a lot of something
- *spare*: extra or leftover



Short Bursts of Shared Reading: *Dirt Cheap*

Focus 1—Reread to Boost Comprehension: Enjoy the Funny Parts

Before Reading

Set the Stage: This story made me laugh and smile the first time we read it. The author did a few things to make it funny. Get ready to investigate!

During Reading

Investigate Key Pages

My Turn

Hold up. How cheap? page: When I reread Buddie's sign, it makes me laugh. It's witty because it is a play on words. When something is *dirt cheap* that means it hardly costs any money, but it's funny here because she's actually selling dirt. Get it?

Our Turn

I used to love playing soccer in my yard page: Let's read these pages together the way the characters would say them. What made these pages humorous? [The fact that she no longer has a yard!]

Your Turn

Well . . . hmmm! page: This one is a little trickier, but I think you can figure it out. Reread, think about what the store clerk says, and talk with a friend. [Now she can't afford to buy dirt—the store never sells it that cheap!]

After Reading

Nudge toward Independence

To add humor to stories, authors sometimes use a play on words like *dirt cheap* or create funny situations. Humor makes us smile and laugh while we're reading. Notice if you're drawn to stories with humor or prefer more serious ones. Perhaps you enjoy both but at different times.

Focus 2—Notice Writer’s Craft Moves: Unseen Narrator

Before Reading

Set the Stage: In this story there was a character that we never saw. We just heard their words. Let’s reread to notice how this affected the story.

During Reading

Investigate Key Pages

My Turn

Hold up. How cheap? page: Birdie and the boy are talking, then the narrator interrupts to tell Birdie something important. I think if the narrator weren’t a part of this story, Birdie might not have realized that there were different ways to make twenty-five cents. In this story, the narrator is kind of like her friend or helper.

Our Turn

How much did you make, Birdie? page: This time, I’ll read the narrator’s words and you read Birdie’s words. While we’re doing that, picture the narrator. Who do you picture?

Your Turn

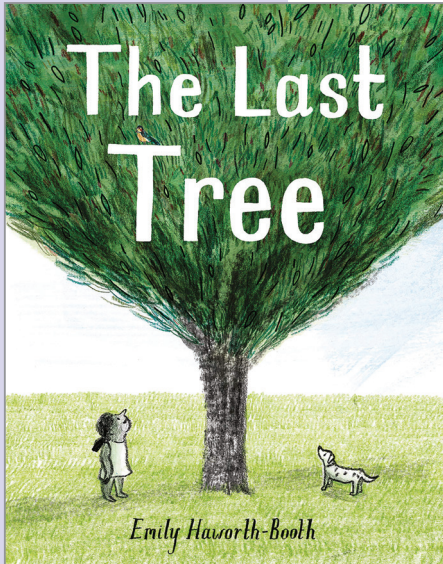
So this is it, huh? page: Read this page to yourself. Then read it aloud the way you think the characters are talking. [Discuss the different ways this page could be interpreted. Is Birdie excited about the soccer ball or having second thoughts? It depends on how you read it!]

After Reading

Nudge Toward Independence

When you’re reading, it is helpful to think about who is saying the words and how they would say them. Writers give us signals with punctuation and sometimes with different fonts or ways the words are printed. As a writer, you can think about how you might use these techniques to help your readers know who is talking and how you want their words to sound.

Innovate on Text: Write about something you’ve always wanted and what you might do to get it.



Read-Aloud Experience: Consider the Consequences

Book Title: *The Last Tree* (Haworth-Booth, 2020)

About the Book: A group of friends who are searching for the perfect place to settle down find a forest. In the summer, they are happy living among the trees. As the seasons change, they begin cutting down the trees to solve the problems they encounter. Little by little, all but one tree is replaced by houses and a towering wall. When the villagers send their children out to cut down the last tree, they learn an important lesson. Notice that the words on the copyright page are shaped like a tree!

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

- Plots where decisions lead to consequences
- Books with an environmental message

Comprehension Conversation

Before Reading

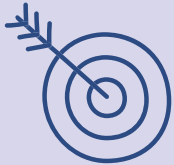
Notice the Cover Illustration

Why do you suppose the girl and the dog are looking at the tree that way? [Notice that some of the leaves on the tree are shiny.] Think about the title *The Last Tree*. Do you think the tree on the cover is the last tree? Give me a thumbs up or thumbs down to show your answer.

Set a Purpose: What do you suppose would happen if there were only one tree left in the world? Talk about it with your friend. Let's notice the decisions the characters in this book make and what happens as a result of those decisions.

During Reading

- *When summer returned, the sun blazed down and there weren't enough trees left to shade them* page: What is wrong now? [There isn't enough shade, and the fall winds are blowing everything around.] How might the villagers go about solving these problems? What advice would you give them?
- *They needed a new plan* page: One of the villagers said a barrier is the answer. A *barrier* keeps things in or out, like a fence or a wall. What kind of barrier do you predict they are going to build? What do you suppose will happen once the barrier is built? Will it solve their problems once and for all? Give me a thumbs up or thumbs down.
- *Meanwhile, each night the parents asked their children why they hadn't brought back wood* page: Where do you think the children are getting the wood? [Perhaps from the wall.] What makes you think that?
- *In the bright daylight they remembered that they were old friends, not enemies* page: What do you predict the villagers will do next?
- *What fun they had taking down the wall, and how proud they were when it was done!* page: Do you remember when they built the wall? What lesson do you think the villagers learned?



Learning Targets:

- I notice how characters think and act to solve problems.
- I think about the consequences of characters' decisions.
- I look for new and different ways to solve problems.

After Reading

- When the characters in this book tried to solve their problems, their decisions had consequences; that means something happened because they made a certain decision. Do you think this is true in life? [Discuss the fact that consequences can be positive, like seeing someone smile when you do something kind, or negative, like making someone sad by using unkind words or actions.]
- What are other ways the villagers could have solved their problems?

**Extend the Experience**

- What could the villagers do if it gets too windy again? Write or draw your solution.
- On this sticky note, write a big idea, lesson, or moral that you learned from reading this story.

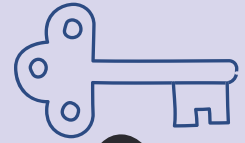
Similar Titles

Kate, Who Tamed the Wind (Scanlon, 2018)

About the Book: A man lives alone in “the creaky house on the tip-top of a steep hill” where the wind blows and blows. When he shouts, “What to do?” Kate hears his cry for help and figures out a way to block the wind—plant trees. So, she and the man plant trees around his house. Over the years, the trees grow and so does the friendship between Kate and her neighbor.

The Tree (Layton, 2016)

About the Book: A couple have a wonderful plan to build a house, but a tree stands in their way. As they begin to cut down the tree, they realize that it is home to many animals. Thinking flexibly, they revise their original house plan and create homes for the creatures who share their tree.



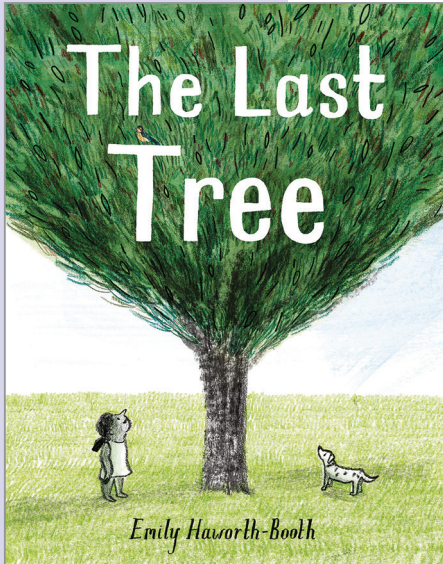
**Key Vocabulary
and Kid-Friendly
Definitions:**

- *clever*: smart, a problem-solver
- *pleasant*: nice and enjoyable
- *remind*: help someone remember to do something



View the author reading *Kate, Who Tamed the Wind* at resources.corwin.com/shakeupsharedreading

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Short Bursts of Shared Reading: *The Last Tree*

Focus 1—Ponder Punctuation: Ellipses

Before Reading

Set the Stage: Ellipses are a punctuation mark that has three dots. Writers use an ellipsis when a word or phrase is missing. They also use an ellipsis to keep readers in suspense—to signal that more text or ideas are coming.

During Reading

Investigate Key Pages

My Turn

Once upon a time, a group of friends were looking for a place to live page: At the end of this two-page spread, I notice an ellipsis. The three dots signal that there is more text coming on the next page. An ellipsis makes me want to turn the page to see what is going to happen next.

Our Turn

I saw the neighbors looking at me strangely yesterday page: What do you notice at the end of the words on this page? [An ellipsis.] Do you remember what those marks mean? What do you see at the beginning of the next page?

Your Turn

that they ran outside and saw that despite all their new wood . . . page: Look at the ellipsis at the end of this page. Why do you suppose the author put it here?

After Reading

Nudge Toward Independence

Notice ellipses as you are reading. Think about why the author used them and how they affect the meaning of the story. You also might look for places in your writing where you can use an ellipsis to add suspense.

**Focus 2—Reread to Boost Comprehension:
Consider Cause and Effect**

Before Reading

Set the Stage: We can reread this book to study cause-and-effect relationships. When the friends tried to solve a problem, their solution caused something else to happen. Their solution is the *cause*, and the result of that decision is the *effect*.

During Reading

Investigate Key Pages

My Turn

When winter came, the breeze turned colder, and they took a few branches for firewood page: I can clearly see the cause-effect relationships on this page. As I reread, I'm going to record them on the cause-effect chart.

Our Turn

But with nothing to look at but the wall, something happened to the people, too page: What was the effect of building the wall? Let's add it to the chart. What do you suppose the author means by "they had walls around their hearts"?

Your Turn

In the bright daylight they remembered that they were old friends, not enemies page: What is the effect that seeing the last tree had on the villagers? Talk with a friend. Then, we'll add your ideas to the chart. [If time or interest permits, invite learners to add the cause-effect relationships that occur as the story continues.]

After Reading

Nudge Toward Independence

Writers use cause and effect to help us see connections between events. As readers, noticing those connections helps us better understand the problems, solutions, and consequences in a story.

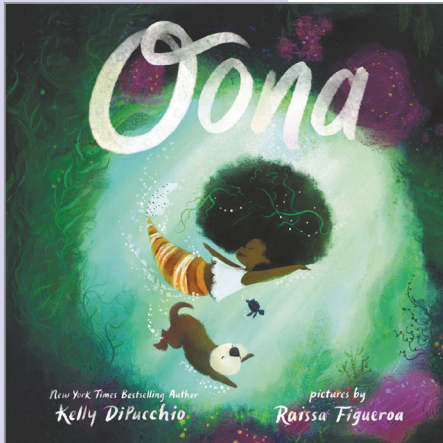
Innovate on Text: Emily Haworth-Booth chose to call this story *The Last Tree*. If you were going to give this book a different title, what would it be? Create your own title for this story, and use ideas from the book to explain the reasons you chose that title.

The Last Tree by Emily Haworth-Booth

When . . .	Then . . .
They took branches for firewood.	The rain put out their fires.
They chopped down trees to build shelters.	The forest grew colder.
They built the wall.	They had walls around their hearts.
They saw the last tree.	They remembered how things used to be.
Cause	Effect

The Last Tree Cause and Effect Chart

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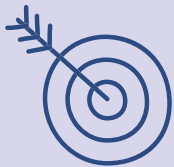
Read-Aloud Experience: Keep Trying

Book Title: *Oona* (DiPucchio, 2021)

About the Book: Oona the mermaid is a treasure hunter. She and Otto, her pet sea otter, are always searching for trinkets. The treasure Oona really wants is the unreachable sparkly crown that lies at the bottom of the rift. With persistence and a little ingenuity, Oona retrieves the crown and learns that sometimes the quest is as rewarding as the find.

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

- Characters who display persistence and ingenuity
- Characters who overcome challenges



Learning Targets:

- I notice how characters think and act to get what they want.
- I use what I learn from characters when I need to keep trying.



View the author read aloud at resources.shakeup.com/shakeups/author-read-aloud



Comprehension Conversation

Before Reading

Notice the Cover Illustration

What words or feelings come to mind when you look at the wraparound cover of *Oona*? Think about the colors that Raissa [P-zuh] Figueroa chose for her digital illustrations. Where do you think this story takes place? What are the clues? I predict the main character is named Oona. Do you agree? Why or why not?

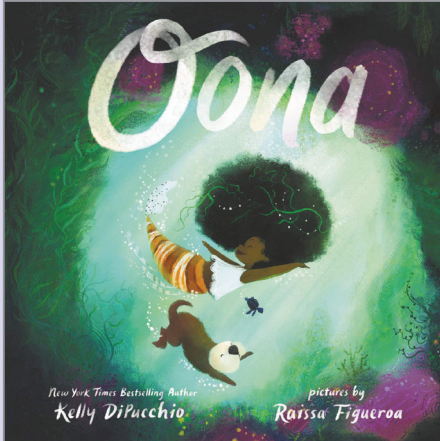
Set a Purpose: From looking at the cover illustration, we have an idea about the character and setting of this story. We also know that in many stories the main character wants something. Let's dive into the sea and discover what Oona wants and how she is going to go about getting it.

During Reading

- *But there was one special treasure Oona could never quite reach* page: What does Oona want? If you were Oona, what would you do to get it? The crown was stuck deep inside the *rift*. A rift is a deep hole in the ocean.
- *Her next plan was a good one* page: Study the illustrations. Can you figure out what she is planning to do? What did the squid do?
- *A seashell washed ashore* page: Even though she gave up and took a break, Oona is ready to try again. Do you think she'll finally get the sparkly crown?
- *She dove to the bottom of the murky rift* page: Can you infer how Oona is feeling? Do you predict the rift will gobble her up?

After Reading

- Did Oona get what she wanted?
- What lessons can we learn from Oona? What might she do differently next time?



Short Bursts of Shared Reading: *Oona*

Focus 1—Ponder Punctuation: Parentheses

Before Reading

Set the Stage: Writers use conventions to communicate meaning and to make writing clear and understandable. Parentheses are a pair of punctuation marks that look like curved lines and are placed before and after information that is not part of the sentence. The word or words in parentheses add extra information or make the idea in the sentence clearer.

During Reading

Investigate Key Pages

My Turn

When Oona was just a baby (no bigger than a scallop) page: Here are a pair of parentheses. Kelly DiPucchio placed parentheses before and after the words that explain how small Oona was when she was a baby. Sometimes I imagine that the words in the parentheses are like a little secret the author is whispering to me. So, I'm going to put my hands on either side of my mouth and read the words in parentheses.

Our Turn

And if that loooong ship plank hadn't bumped her head (hard!) page: Zoom in on this page and find the parentheses. Let's reread this sentence together. What extra information do we learn from the words in parentheses?

Your Turn

Through the commotion Oona could hear something in the distance page: As we read this page, think of a place where you could add extra information between a pair of parentheses. Tell me what you would add, and I'll put it in the book on a sticky note.

After Reading

Judge Toward Independence

As a reader, notice how conventions, like parentheses, add to the meaning of the text. When you're writing, you may want to add extra information by using parentheses.

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

Before Reading

Set the Stage: To help you better understand the character, authors add dialogue or words the characters say and inner thinking or ideas the character thinks.

During Reading

Investigate Key Pages

My Turn

Poor Oona page: Let me read you the words Oona says on this page. When Oona shouts the angry words into the pit, it helps me imagine exactly how she is feeling.

Our Turn

She got right to work page: When Oona peers into the rift, we hear her thinking. What might you say to yourself if you were looking into the rift?

Your Turn

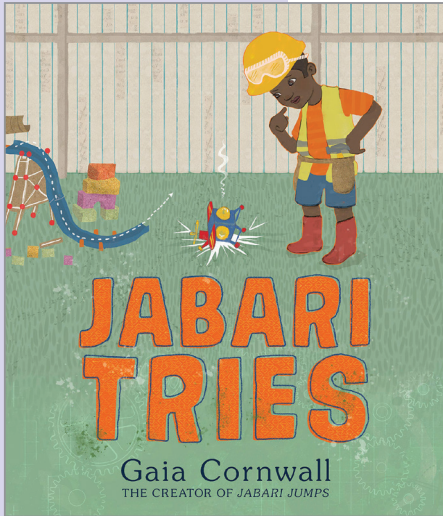
“We did it!” Oona cheered page: How is Oona feeling now? Say her dialogue the way she would say it. Do you see how dialogue helps you relate to the character?

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. See if it helps your readers get to know your characters.

Innovate on Text: Okay, treasure hunters. If you could dive into the sea to find a treasure, what would it be? Draw a picture and write a sentence or two to tell us about your treasure.



Read-Aloud Experience: Be Patient

Book Title: *Jabari Tries* (Cornwall, 2020)

About the Book: After overcoming his fears in *Jabari Jumps* (Cornwall, 2017), Jabari sets out to design a flying machine. His sister Nika wants to help. When Jabari resists, his dad steps in and encourages him to view his sister as his inventing partner. After a few attempts, a bit of frustration, and some wise advice from their dad, Jabari and Nika find success. If students like this book, you can find a read-aloud experience for *Jabari Jumps* on page 106 of *The Ramped-Up Read Aloud* (Walther, 2019).

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

- Characters who display persistence and ingenuity
- Characters who overcome challenges

Comprehension Conversation

Before Reading

Notice the Cover Illustration

Have you ever tried doing something and it didn't turn out the way you expected? Can you tell what Jabari is trying to do? [If you can display the hardcover book casing under the paper book jacket, notice the other flying machines Jabari has designed.]

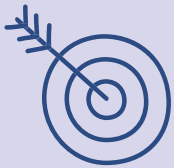
Set a Purpose: Since the title of this story is *Jabari Tries*, we are going to focus on the word *tries*. Study Jabari's actions to see what you can learn from him that might help you when you are trying to do something.

During Reading

- Title page: Do you see the series of illustrations across the title page? Take turns with a friend to tell the story of these pictures. Start with, "One day . . ."
- *Jabari built an excellent ramp* page: What happened? What could Jabari do to solve the problem?
- *After a lot of building and stacking and hammering and sticking, Jabari was ready* page: Oh no! Not again! Should Jabari give up? What would you do?
- *Jabari gathered up all his patience* page: What did Jabari do to persist or keep going? Have you ever used any of these strategies? What other strategies help you keep trying?

After Reading

- Do you think Jabari is going to let Nika help him build a rocket to Jupiter?
- What did you learn from Jabari that might help you next time you're trying to do or make something?



Learning Targets:

- I notice how characters think and act to solve problems.
- I use what I learn from characters when I need to keep trying.



Extend the Experience

- Think about Jabari’s actions in this book. What are some of the things he did when he was faced with a problem? Let’s record some tips we learned from Jabari on a chart so we can use them next time we’re faced with a problem.
- Are you ready to be an engineer? Here are the supplies you can use. [Gather natural materials from outside or simple materials from your classroom, like math cubes, popsicle sticks, rubber bands, yarn, tape, and so on.] Draw a picture to help you figure out what supplies you’ll need. Gather your supplies and get started. Don’t forget, engineers often have to build, rebuild, and change their designs before they get them to work. Be persistent and patient! [Provide time for students to plan, create, and share their design.]

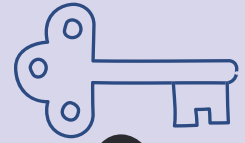
Similar Titles

● **Nia and the New Free Library (Lendler, 2021)**

About the Book: When the Littletown library gets carried away in a tornado, the townspeople are ready to replace it with something else until a book-loving girl named Nia comes up with a plan. Nia begins rewriting her favorite library books and cleverly lures the townspeople to join her. When books are spilling into the street, a new library has to be built.

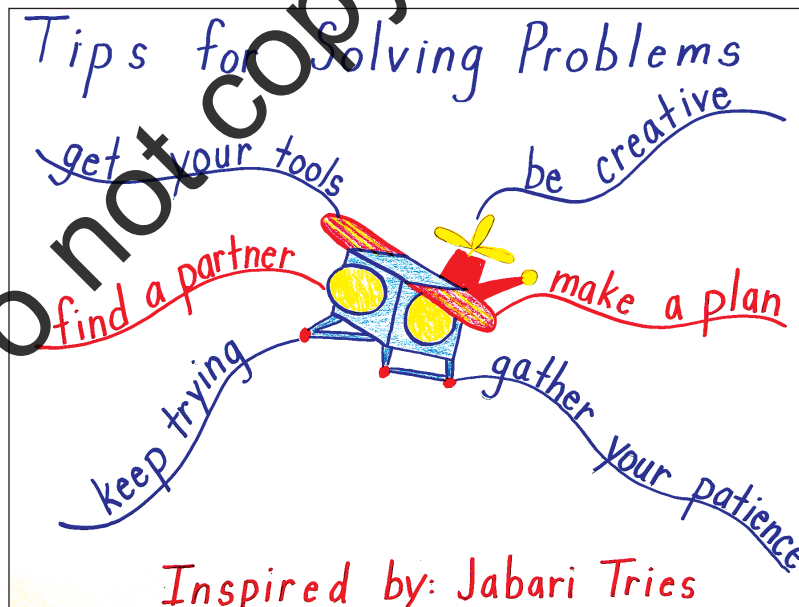
● **A Plan for Pops (Smith, 2019)**

About the Book: Every Saturday, Lou visits Grandad and Pops. Grandad favors plain food and science, while Pops enjoys spicy food and rock and roll. After Pops takes a fall and has to use a wheelchair for mobility, he doesn’t want to leave his bedroom. Using the three Ps she’s learned from Grandad—perseverance, persistence, and patience—Lou makes a plan to cheer up Pops.

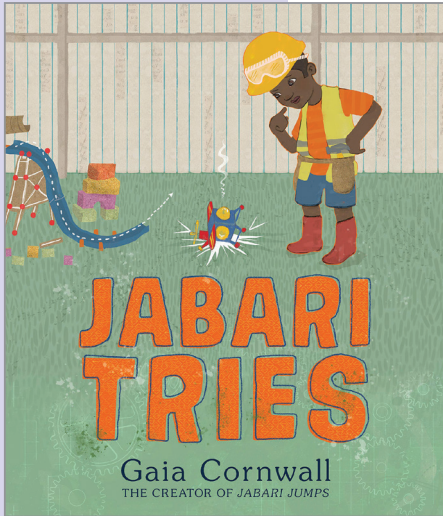


Key Vocabulary and Kid-Friendly Definitions:

- *concentrating:* focusing on or thinking about only one thing
- *frustrated:* feeling upset or angry when you can’t do something or solve a problem
- *patience:* staying calm when something is taking a long time or there is a problem



Tips for Solving Problems Chart



Short Bursts of Shared Reading: *Jabari Tries*

Focus 1—Reread to Boost Comprehension: The Magic of Three

Before Reading

Set the Stage: You might have noticed that in some of the picture books that we read, when the character has a problem, they will try three different ways to solve it. Then, on the fourth attempt, they solve the problem. Writers call this the rule of three or the magic of three. Let's see if Gaia Cornwall uses this technique in *Jabari Tries*.

During Reading

Investigate Key Pages

My Turn

Jabari built an excellent ramp page: I see that this is Jabari's first attempt to get his flying machine to go. But it didn't work. Let's see what he tries on his second attempt.

Our Turn

After a lot of building and stacking and hammering and sticking, Jabari was ready page: For Jabari's second try, he decided to make a bigger ramp. Tell a friend whether this strategy worked or not.

Your Turn

- *"Maybe we need more power, Nika," said Jabari* page: What happened on Jabari's third attempt? If Gaia Cornwall used the magic of three, we know that Jabari will solve the problem on his next try. Do you remember what happens next?
- *The partners thought and thought together* page: This is the fourth time Jabari has tried to fly his machine. Talk with a friend about whether you think Gaia Cornwall used the magic of three.

After Reading

Nudge Toward Independence

Recognizing that some stories use the magic of three will be helpful as you read more and more books. Can you think of other books we've read that have used the magic of three?

Focus 2—Reread for Fluency: Join in on Expressive Words

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

Jabari built an excellent ramp page: Listen to how I read the words that describe how Jabari's flying machine traveled. I notice the punctuation and the way the text is arranged on the page to help me read with expression.

Our Turn

After a lot of building and stacking and hammering and nailing, Jabari was ready page: Join me in reading the words that describe the flight path. Notice the commas and the exclamation mark.

Your Turn

Whoosh, UP, "Wheeeee!" said Nika page: It's your turn! Read this page the way it's written.

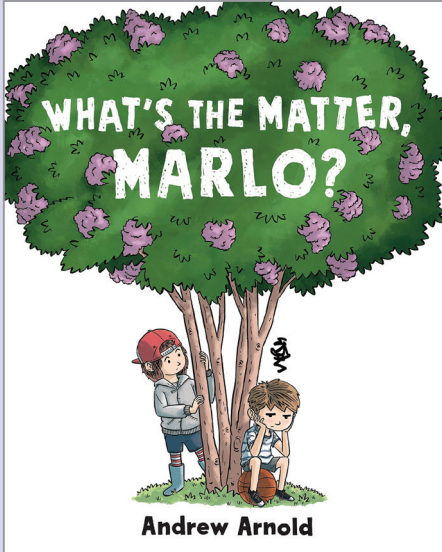
After Reading

Nudge Toward Independence

Fluent readers, like you, notice the clues the authors give them. They use those clues to help them read with expression. Some of those clues might be punctuation marks or big and bold words.

Innovate on Text: Write the next book in the Jabari series about a "rocket to Jupiter."

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Read-Aloud Experience: Show You Care

Book Title: *What's the Matter, Marlo?* (Arnold, 2020)

About the Book: Marlo and Coco are inseparable best friends. On this particular day, when Coco asks Marlo to play, he tells her to “go away.” She tries to cheer him up with dog jokes, but this only upsets him more. Eventually, she discovers the problem—Marlo’s dog has passed away. Coco comforts Marlo the way best friends do, with a hug.

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

- Characters who offer kindness or comfort
- Characters who display empathy



Comprehension Conversation

Before Reading

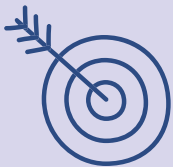
Notice the Cover Illustration

The title of this story is the question “*What’s the Matter, Marlo?*” Which character could be Marlo? Why do you think that? Does the cover illustration give you any hints about what might be wrong with Marlo?

Set a Purpose: It looks like we are going to have to read the book to learn the answer to the question in the title. As we read *What’s the Matter, Marlo?* notice what Marlo’s friend says and does. I think we can learn some helpful lessons from her.

During Reading

- **Front flap:** I notice that the first sentence on the front flap tells us some important information: Marlo’s friend’s name is Coco.
- **But not today page:** Look at the way Marlo is sitting. Notice his facial expression, or the look on his face. Which word would you use to describe how he’s feeling? Whisper a word to a friend. Listen to hear your friend’s word.
- **Marlo got angrier page:** Let’s go back a page and compare. How have Marlo’s feelings changed? [First, he looked sad, and now he seems angry.] Put yourself in Coco’s shoes—what would you do or say?
- **At first I didn’t know what to do page:** When Coco says she can *find* Marlo, I’m thinking that she means she can find out where he went. She also might be able to find a way to help him because that’s what friends do. What are your thoughts?
- **When I did, I realized that Marlo wasn’t just mad, he was sad, too page:** Oh no! Can you use the picture to help you explain what’s the matter with Marlo? [His dog passed away.] By saying, “I’m sorry, Marlo,” Coco is letting her friend know she understands how he is feeling; she is showing *empathy*.



Learning Targets:

- I notice characters who show empathy.
- I talk, write, or draw about ways to show empathy.

After Reading

- Once Coco realized what was wrong with Marlo, she cried with him. Even though it wasn't her dog, she empathized with her friend. Have you ever been in a situation where a friend was sad? What did you do?
- How would the story have been different if Coco hadn't taken the time to "find" Marlo?

**Extend the Experience**

- Hugging is one way to show a friend you care, but some people might not want a hug. Let's write a list of some other ways you might show understanding and kindness toward another person. [Collaborate with student to cocreate a list of ideas. Once the list is created, use the sentence stems below to role play different scenarios.]
- How did the ending of the story make you feel? What do you predict will happen next? Talk about that with a friend.

What's the Matter, Friend?

Ways to Comfort a Friend Chart

_____ happened My friend felt _____ I can help them by _____

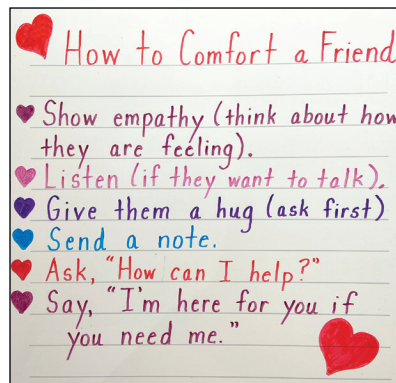
Similar Titles

● A New Kind of Wild (Hoang, 2020)

About the Book: Ren loves his vibrant rainforest home. When he and his mother leave the rainforest and move to the city, Ren feels lost and alone. Fortunately, Ren's neighbor Ava loves the city. Although she's never lived anywhere but the city, Ava empathizes with Ren and helps him discover its hidden beauty.

● Let's Play! A Book About Making Friends (McCardie, 2021)

About the Book: Sukie is starting at a new school. Using her quest to find and maintain friendships as a model, the book teaches lessons like friendliness is catching and true friends are brave, loyal, and supportive. Readers will empathize with Sukie as they learn valuable social-emotional learning lessons.



Ways to Comfort a Friend Chart

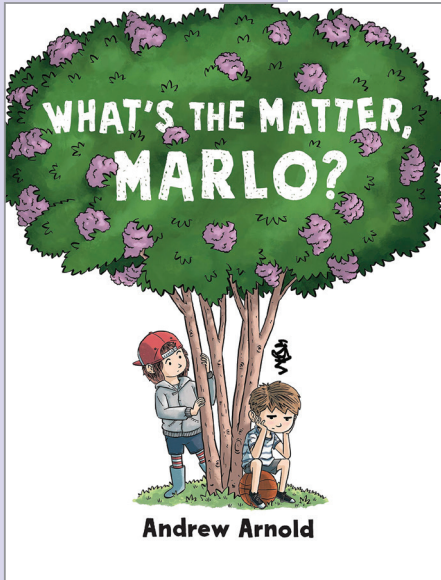


Key Vocabulary and Kid-Friendly Definitions:

- *eventually*: at a time in the future
- *realized*: suddenly understood something
- *replied*: spoke or wrote an answer



View the author reading *A New Kind of Wild* at resources.corwin.com/shakeupsharedreading



Short Bursts of Shared Reading: *What's the Matter, Marlo?*

Focus 1—Reread for Fluency: Speech Bubbles

Before Reading

Set the Stage: Andrew Arnold uses speech bubbles in interesting ways in this book. Let's investigate to see what you notice to help you as a reader.

During Reading

Investigate Key Pages

My Turn

Our favorite game is hike-and-peek page: Coco is looking for Marlo and calling his name. The two speech bubbles on this page are different. The first one is small, so I can infer that I read it as if I'm calling Marlo's name in a regular voice. The second speech bubble is larger and has his name spelled with a lot of Os. I will read it as if I'm calling someone who is far away.

Our Turn

But not today page: I'm going to reread these two pages. When I get to the speech bubbles, you can join in. What kind of voice will you use? [A sad voice.] Yes! We can infer that Marlo is sad from looking at his face. Look at the speech bubbles. What do you notice? [The outline is shaky, like a sad voice might be.] Ready? Let's give it a try.

Your Turn

So I looked page: Now it's your turn. You're going to be Coco as she looks for Marlo. Look at the speech bubble, and read it in the way you think Coco would. [Continue until Coco finds Marlo.]

After Reading

Judge Toward Independence

In *What's the Matter, Marlo?* Andrew Arnold changed the shape and the size of the speech bubbles and also the appearance of the words inside of them to help you read as if you were feeling the same emotions as the characters. When you come across speech bubbles in the books you're reading, pay attention to how they look. Noticing the way speech bubbles are designed will help you make sense of how to read them.

Focus 2—Reread to Boost Comprehension: What’s the Reason for the Feeling?

Before Reading

Set the Stage: When we read this story the first time, we used clues to infer Marlo’s emotions. Today we’re going to reread to investigate the reasons for his feelings. We will connect the reasons to the feeling by using the words *cause* and *effect*. The reason is the *cause*, and the feeling is the *effect*.

During Reading

Investigate Key Pages

My Turn

Marlo is my best friend page: I’m going to reread the first three pages of the story to show you how I piece together clues to explain the reasons for a character’s feelings. [Point out facial expressions and other reasons that Marlo is joyful.] When I’m done, I can say or write:

In the beginning, Marlo was playing with his friend Coco. This made him feel joyful. Playing is the cause. Feeling joyful is the effect.

Our Turn

But not today page: Wow! Marlo is feeling different on these pages. Do we know what caused this feeling yet? [No.] We could say or write:

In the middle, something happened that made Marlo feel upset and angry. We have to keep rereading to find the cause.

Your Turn

When I did, I realized that Marlo wasn’t just mad, he was sad, too page: Now it’s your turn. How would you complete this sentence:

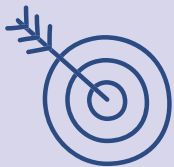
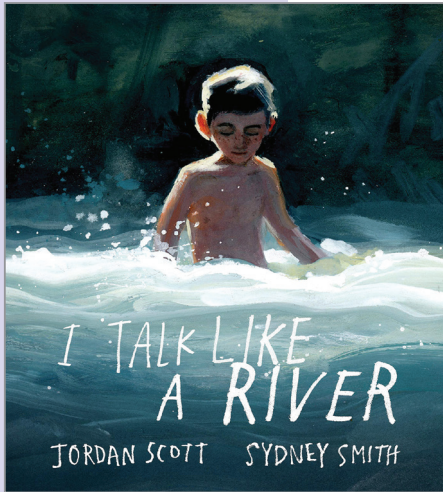
In the end, _____ made Marlo feel _____. Tell a neighbor which is the cause and which is the effect.

After Reading

Nudge Toward Independence

Noticing the cause-and-effect relationships between reasons and feelings can help you empathize with a character’s feelings. Understanding the connection between reasons and feelings is also helpful when you are working and playing with your friends. If something happens that makes your friends feel upset, you can be like Coco and show them you care.

Innovate on Text: In this book, Marlo and Coco enjoyed telling each other jokes. Jokes can cheer your friends up. Write the beginning of a joke on the front side of the paper and the answer to the joke on the back. Once you’re finished, we’ll put them together into a class book of jokes. If you don’t know any jokes, you can start one with “Why did the chicken cross the road?” and then make up a funny reason.



Learning Targets:

- I work to understand book characters by empathizing with their feelings or situations.
- I work to understand others by empathizing with their feelings or situations.



View the author talking about the book at resources.corwin.com/shakeupsharedreading

Read-Aloud Experience: Work to Understand Others

Book Title: *I Talk Like a River* (Scott, 2020)

About the Book: As a boy, Jordan Scott's father took him to the river on what he called "bad speech days"—the days when his classmates laughed at his dysfluent speech. This unforgettable book tells the story of a caring dad's healing and encouraging words.

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

- Characters who overcome challenges
- Characters who celebrate their unique qualities



Comprehension Conversation

Before Reading

Notice the Cover Illustration

Take a moment to appreciate Sydney Smith's painting on the wraparound cover. What words come to mind as you look at it? In this book, he used watercolor paints, ink, and gouache. Gouache is kind of like watercolor paint, but it's opaque, or not as see-through as watercolor. I think his illustrations are stunning. We'll see if you agree.

Set a Purpose: [If possible, play river sounds as students are gathering.] When you listen to a river, what do you hear? [Invite students to share the sounds they hear.] *I Talk Like a River* is based on the author's experiences as a child. Let's read to better understand what Jordan Scott means when he writes that he talks like a river.

During Reading

- *At school, I hide in the back of class* page: Put yourself in the boy's shoes. Imagine that you're hiding in the back of the class. What thoughts might be going through your head? How might you feel? Share with a friend.
- *I feel a storm in my belly; my eyes fill with rain* page: Can you think of a time when you had a similar feeling as the one the boy is having? What could you say or do if you saw him feeling this way?
- *This is what I like to remember* page: What has changed? [His dad gave him a mantra, or something to say to himself when he is having a bad speech day.]

After Reading

- How did the boy's emotions change from the beginning to end of the story? How does thinking about his feelings help you understand or empathize with him?
- What do you understand about the boy now that you didn't before we read the story?



Extend the Experience

- How did this story make you feel? Draw an emoji on a sticky note. Then, find a friend with the same emoji, and talk with them about why you both had the same feeling about the story. When I say “switch,” find a friend with a different emoji and discuss why you each reacted differently about the story.
- The boy’s favorite place was the river. The closest river to us is _____. Would anyone like to team up to research and learn three interesting facts about the river? As a group, decide how you want to present the facts and report back to us about what you discover. Let me know what I can do to help you.

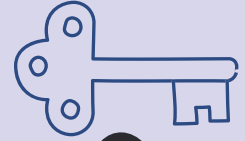
Similar Titles

● *A Friend for Henry* (Bailey, 2019)

About the Book: Henry enters Classroom Six hoping to make friends but quickly discovers it is not that easy to find others with similar interests. Finally, he meets Katie. When reading the author’s note, you discover that Jenn Bailey wrote this book after watching one of her sons, who is on the autism spectrum, navigate the process of finding a friend.

● *I Will Dance* (Flood, 2020)

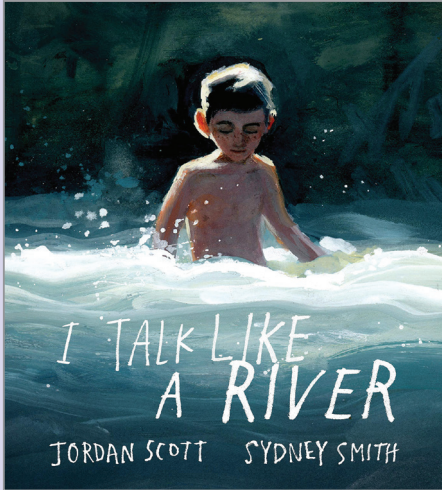
About the Book: Eva was born prematurely, has cerebral palsy, and uses a motorized wheelchair for mobility. Her greatest desire is to dance. Eva’s dream comes true when one of her moms finds Young Dance, a studio where all are welcome.



Key Vocabulary and Kid-Friendly Definitions:

- *proud*: feeling happy about something you have or do
- *shore*: the land next to an ocean, sea, lake, or river
- *tangled*: mixed up or knotted

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Short Bursts of Shared Reading: *I Talk Like a River*

Focus 1—Wonder About Words: Similes

Before Reading

Set the Stage: When the dad tells his son that he talks like a river, he uses a *simile*. He compares his son's speech patterns to a river. His dad's comparison gives the boy more confidence. Writers use similes to compare two things in an interesting way so that you can picture what they are saying. Similes often have the words *like* or *as*.

During Reading

Investigate Key Pages

My Turn

My dad says I talk like a river page: [Reread from here to the end of the book.] We all have our own unique speech patterns. If I were to make a simile about mine, I would say, "I talk like the wind" because I speak quietly and sometimes people can't hear me. What would you say?

Our Turn

I wake up in the morning with these word-sounds stuck in my mouth page: I'm going to read this page to you. Listen for the simile. [I stay quiet as a stone.] Let's reread the simile together. Can you think of another animal or object you would use to describe quiet?

Your Turn

I go to school and tell the class about my favorite place in the world page: The last two sentences in this book are very similar. Which one is a simile? How can you tell?

After Reading

Nudge Toward Independence

During shared reading, we learned about similes, or phrases that compare two things using the word *like* or *as*. Now that you know more about similes, notice them in the books you're reading. You might even experiment with them when you're writing!

Focus 2—Notice Writer’s Craft Moves: First-Person 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. We’ll be rereading with point of view in mind.

During Reading

Investigate Key Pages

My Turn

I wake up each morning with the sounds of words all around me page: When I’m trying to figure out point of view, I notice who is talking. Here, I see that the boy is talking. The author uses the words *I* and *me*. So, I know that this story is told in first-person point of view. The boy is the narrator.

Our Turn

Mornings are always hard, but this one’s especially tough page: Now that we know the boy is telling the story, let’s dig in a little further. As we reread this page, I want you to ponder how hearing the boy’s words makes you feel. Can you empathize with him?

Your Turn

- *Mornings are always hard, but this one’s especially tough* page: If you were telling this page from the dad’s point of view, how would it sound? How might shifting the point of view change the way the story makes you feel?
- *My dad sees I am sad and pulls me close* page: How about this page? If you were telling this page from the dad’s point of view, how would it sound? How might shifting the point of view change the way you react to the story?

After Reading

Nudge Toward Independence

How do you suppose noticing point of view helps you as a reader? What have you learned today that you will use when you are reading and writing your own stories?

Innovate on Text: During shared reading, we learned about similes. We are going to write a special kind of simile. We'll call it a simil-ME because it will be about what makes you special and unique. [To prepare for this writing experience, collaboratively brainstorm a list of verbs and comparisons for *like* and/or adjectives and comparisons for *as*.]

Here are the steps:

- Decide whether you want to use *like* or *as*. A simile using *like* will begin with a verb, while one using *as* will start with an adjective. Here are two examples:

I _____ like (a) _____.	I'm as _____ as (a) _____.
I swim like a dolphin.	I'm as quiet as a mouse.

- If you need help, use the examples and the ideas in the charts we created to write your simil-ME.
- Draw a picture that matches your simil-ME.

Verb Ideas Chart

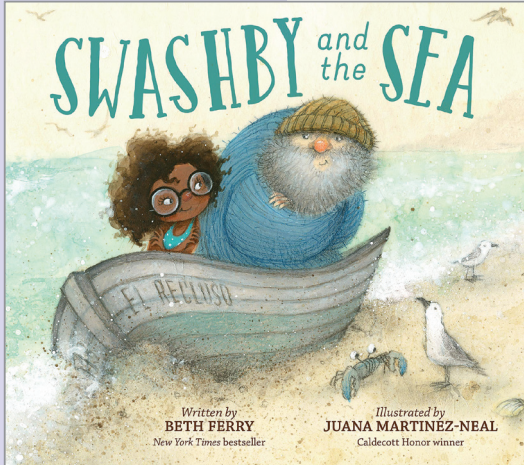
Verb	Animals/Things
run	cheetah, race car
sing	canary
dance	swan, falling leaves, snowflakes

Adjective Ideas Chart

Adjective	Animals/Things
quiet	mouse, wind
slow	sloth, snail
clever	fox, book

My Favorite Texts and Resources for Social-Emotional Learning Experiences

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Read-Aloud Experience: Notice How Relationships Begin

Book Title: *Swashby and the Sea* (Ferry, 2020)

About the Book: Captain Swashby is enjoying his quiet seaside retirement until a young girl and her granny move in next door. Swashby scratches messages like “No Trespassing” and “Please Go Away” into the sand, but the waves fiddle with his words, changing their meaning. With a little help from his lively new neighbor and his old friend the sea, Swashby realizes that life is more enjoyable when you’re in the company of others.

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

- Relationships that develop over the course of a story
- Intergenerational relationships



Comprehension Conversation

Before Reading

Notice the Cover Illustration

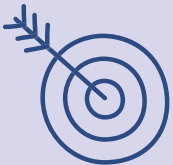
The title of this book is *Swashby and the Sea*. Juana Martinez-Neal uses hand-textured paper in her illustrations, which means she created her own paper by adding different items that would give it texture. So, her paper is almost three dimensional. Which character do you think is Swashby? I’m wondering why Beth Ferry chose the title *Swashby and the Sea* instead of *Swashby and the Girl*. [If you are able to remove the paper book jacket, notice and discuss how it is different than the book casing underneath.]

Set a Purpose. We’re guessing this story is about the two characters on the cover and also the sea. As we read, we’ll study and learn about relationships.

During Reading

Captain Swashby loved the sea page: I’m going to reread this page. Listen to how the author, Beth Ferry, refers to the sea. Did you notice that she uses the word *she*? It’s as if the sea is a person. When authors give objects or animals human traits, it is called *personification*. I wonder if this will be important to understanding the rest of the story. Let’s keep reading to find out.

- *So when Swashby retired, it was to a small house . . .* page: The word *serene* means quiet, calm, and peaceful. What have we learned about Swashby from the first few pages? [He’s friends with the sea; he likes his quiet life.] It looks like his life might be changing. Let’s turn the page to find out how!
- *“What now?” she asked* page: Is anyone else noticing a pattern? What keeps happening? Can you predict what will happen on the next page? Tell a neighbor.
- *“PL—AY!” the girl sounded out* page: Remember when the girl was making a starfish wish and Swashby helped? How is he helping on this page? [He’s helping her make sand towers.] Has a friend ever helped you when you needed it? How did that make you feel?
- *So the sea decided to meddle more than just a little* page: Uh-oh! What are you thinking?



Learning Targets:

- I notice how characters become friends.
- I think, talk, or write about friendship.

After Reading

- Why do you suppose Swashby thanked the sea? How did the sea help him?
- In the beginning of the story, Swashby thought neighbors were “nosy, a nuisance, annoying.” In the end, he saw that they were “fun, and friends, and . . . family.” What changed?



Extend the Experience

- Draw and write about what Swashby was like at the beginning of the story compared to how he was at the end. Record your ideas on the *How Characters Change Reproducible Response Page* found on the companion website (resources.corwin.com/shakeupsharedreading)

Meet the Creator!

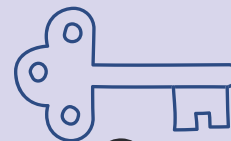
Book Creator Study: Juana Martinez-Neal
Website: <https://juanamartinezneal.com/>

Did you know?

- She loves birds.
- She was born and raised in Peru.
- She likes numbering things.

A Few of Her Books:

- *Alma and How She Got Her Name* (Author and Illustrator, 2018)
- *Fry Bread: A Native American Story* (Majillard, Illustrator, 2019)
- *La Princesa and the Pea* (Elya, Illustrator, 2017)
- *Zonia's Rain Forest* (Author and Illustrator, 2021)



Key Vocabulary and Kid-Friendly Definitions:

- *fiddle*: to play around with something
- *meddle*: to mess around without being asked
- *vanish*: to disappear from being seen



View the author talking about *Map Into the World* and reading it aloud at resources.corwin.com/shakeupsharedreading

Similar Titles

***Khalil and Mr. Hagerty and the Backyard Treasures* (Springstubb, 2020)**

About the Book: Khalil lives in a noisy apartment above Mr. Hagerty's quiet one. Both neighbors enjoy and share the backyard. Mr. Hagerty helps Khalil read words, while Khalil helps Mr. Hagerty remember them. One summer morning, Mr. Hagerty notices his garden is droopy and Khalil is disappointed that he hasn't found any treasure. That evening, they each secretly plant something for the other to find.

***Map Into the World* (Yang, 2019)**

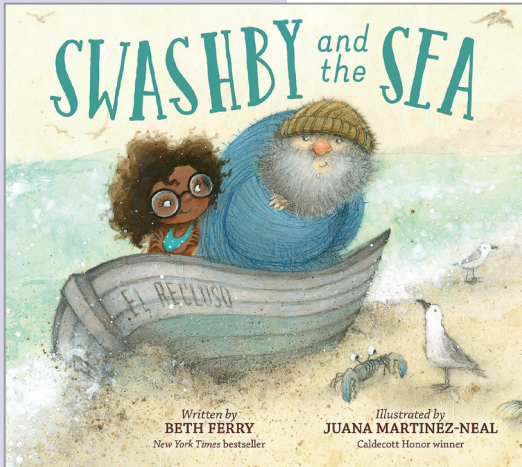
About the Book: Paj Ntaub [BA NDAO] and her family move into a new house. Their neighbors across the street, Bob and Ruth, enjoy being outside on their special bench. Over the winter, Ruth passes away. In the spring, Paj Ntaub uses sidewalk chalk to draw Bob a colorful map to help him find his way back into the world.

Name _____

How Characters Change

In the beginning . . .	At the end . . .
The character	The character
_____	_____
_____	_____
_____	_____

How Characters Change Reproducible Response Page



Short Bursts of Shared Reading: *Swashby and the Sea*

Focus 1—Match Letters to Sounds: Look for Chunks

Before Reading

Set the Stage: When the sea fiddled with the words Swashby wrote in the sand, it changed them. There were little words and word parts in the big words. As readers, we look for chunks in big words to help us read longer words.

During Reading

Investigate Key Pages

My Turn

Swashby battened down the hatches page: When I'm trying to figure out a big word, I chunk it into smaller parts. To do that with the word *trespassing*, I break it in chunks that I know: tres-pass-ing.

Our Turn

“What now?” she asked page: Do you see any chunks you know in the word *vanish*? [Van-ish, v-an-ish, va-nish.]

Your Turn

There are many other words in this book that you can read using this strategy. It's your turn to try it with a partner. [Write each of the following words on a paper strip or in an electronic document: *whenever, commandeered, umbrellas, scattered, battened, starfish, interrupted, stomping, delivered*. Depending on the number of students you have, you may need to make two sets. In pairs, students identify chunks by underlining or cutting the word apart to show the parts.]

After Reading

Nudge Toward Independence

When you come to a longer word in your reading, remember to break it into smaller chunks. Then look at each chunk and slide through the sounds.

Innovate on Text: I thought it might be fun to play around with Beth Ferry's adjective trio idea in our own writing. Think of a word or idea, then write a trio of adjectives to describe that word or idea. [Work with students in a shared writing format to create an adjective trio sentence or perhaps a poem. Then, invite students to try it on their own.]

Focus 2—Wonder About Words: Adjective Trios

Before Reading

Set the Stage: I'm curious about the words authors use in their writing. Beth Ferry does something really cool that I want you to notice: she uses adjectives in groups of three. Let's reread to see how that sounds.

During Reading

Investigate Key Pages

My Turn

So when Swashby retired, it was to a small house on a small beach as close to the sea as it could be page: Listen as I reread to notice how Beth Ferry describes Swashby's life. Yes! Swashby's life was "salty and sandy and serene." Remember the word *serene* means quiet, calm, and peaceful. If I had to pick three adjectives to describe my life, I would use *sunny*, *quiet*, and *busy*.

Our Turn

Swashby batted down the hatches page: Reread the last three sentences on this page with me. Listen to the three adjectives Swashby uses to describe neighbors [*noisy*, *a nuisance*, *annoying*]. Do you think those adjectives show he enjoys having neighbors? Show me with your thumbs—yes or no? If you were going to describe something you did not like, what adjectives would you use?

Your Turn

After that, it was easy for Swashby to have tea . . . page: Remember this page? I'll point while you read the three adjectives that Swashby now uses to describe neighbors. What adjective do you use to describe things you enjoy?

After Reading

Nudge Toward Independence

Beth Ferry uses trios or a group of three adjectives to help us understand how Swashby's feelings changed over the course of the book. As a reader, I enjoyed how she repeated this pattern throughout the book. What did you think about it? If you're curious about words, you'll be surprised what you notice!

Adjective Trio Poem By 1-W

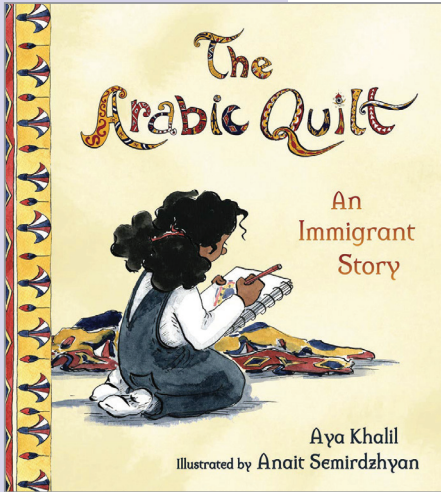
Winter is frigid and flaky and white.

Spring is fresh and flowery and green.

Summer is sunny and sparkly and blue.

Fall is colorful and crunchy and gold.

Adjective Trio Poem Work Sample



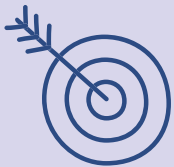
Read-Aloud Experience: Notice How Relationships Change

Book Title: *The Arabic Quilt: An Immigrant Story* (Khalil, 2020)

About the Book: Kanzi and her family emigrated from Egypt to America. On her first day in a new school, Kanzi's classmates laugh when they overhear her mother using an Arabic term of affection, *Habibti*. Seeing Kanzi upset, Mrs. Haugen, her teacher, reassures her that being bilingual is beautiful. To celebrate the asset of being bilingual, Mrs. Haugen invites Kanzi's mom into the classroom to show the children how to write their names in Arabic. Together, the class creates pieces that become a bulletin board quilt with all of their names. Inspired by the Arabic name quilt, the class across the hall makes a Japanese name quilt.

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

- Characters who navigate relationships at school
- Stories that highlight relationship building



Learning Targets:

- I notice how characters' friendships grow and change.
- I think, talk, or write about friendship.
- I use what I've learned about friendship in my own life.



Comprehension Conversation

Before Reading

Notice the Cover Illustration

The title of this book is *The Arabic Quilt*. The subtitle is *An Immigrant Story*. An immigrant is someone who leaves the country in which they were born to move to another country. What do you notice the girl doing on the cover? Notice how the illustrator designed the letters in the title. [They look like they're made out of fabric.] We'll have to read to discover why this book is called *The Arabic Quilt*.

Set a Purpose: As we're trying to figure out the meaning of the title, we're also going to focus on the girl in the story. Let's read to hear more about her.

During Reading

- *In the car, Mama sings along with the songs on the Arabic radio channel* page: We've already learned so much about Kanzi on these first few pages. Share one thing that you learned about her. Can you put yourself in her shoes and imagine how she might be feeling on her first day of school?
- *At lunchtime, Kanzi is surprised when Mama walks through the door* page: Talk about Molly's words and actions on this page. What would you have said or done if you were walking next to Molly? Is this the way we welcome new friends?
- *The next day Molly says . . .* page: Talk about Molly's apology. How did it make you feel? I noticed that Kanzi stood up for herself using her words. Why is it important to stand up for yourself?
- *"That was a really cool project, Kanzi"* page: How does Kanzi and Molly's friendship change on this page? What happens to cause the change?

After Reading

- What a beautiful poem! What words or ideas from Kanzi's poem speak to you?
- Why do you think this story is called *The Arabic Quilt*?

**Extend the Experience**

- How did Kanzi's relationship with Molly change over the course of the story?
- Let's create our own class quilt. On this piece of paper [or Google Slide], write your name in the language(s) you speak. Decorate your quilt piece in a way that tells us a little about you.

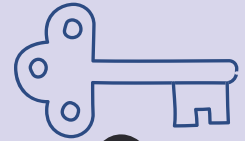
Similar Titles

● *The Day You Begin* (Woodson, 2018)

About the Book: Based on a poem about her great-grandfather's experience titled "It'll Be Scary Sometimes," Woodson's book shares the heart-wrenching stories of children starting the school year feeling different from their classmates. In the end, when a girl decides to speak up and share her story, she finds that she has something in common with one of her classmates and a friendship begins.

● *The Proudest Blue: The Story of Hijab and Family* (Muhammad & Ali, 2019)

About the Book: It's the first day of sixth grade and Asiya's first day of wearing hijab. Her younger sister Faizah, who is the narrator, thinks Asiya looks like a princess in her bright blue hijab. Asiya expresses her faith with strength and pride even when faced with bullies. According to the author's note, Olympic Gold Medalist Ibtihaj Muhammad wrote this story so that readers "can see two sisters taking pride in hijab. Fun fact! The sisters in the story are named after Ibtihaj's sisters."



**Key Vocabulary
and Kid-Friendly
Definitions:**

- *awe*: a feeling of wonder
- *bravely*: ready to face danger
- *secretly*: without others seeing or knowing

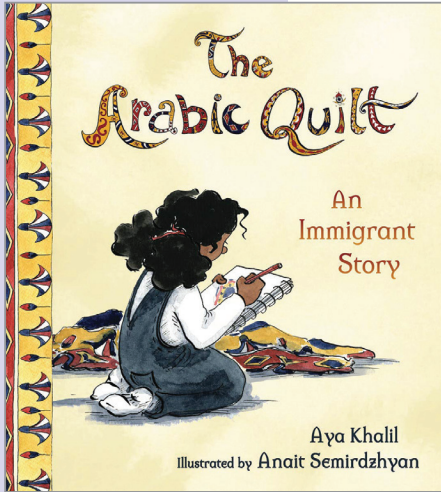


View the author reading *The Proudest Blue* aloud at resources.corwin.com/shakeupsharedreading



View the book trailer of *The Day You Begin* at resources.corwin.com/shakeupsharedreading

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Short Bursts of Shared Reading: *The Arabic Quilt: An Immigrant Story*

Focus 1—Wonder About Words: Different Ways Authors Write “Says”

Before Reading

Set the Stage: Authors often use the word *Says* to show that characters are talking. Did you know there are other words that are more descriptive and help readers connect with characters? Finding other words for *says* is our purpose for rereading today.

During Reading

Investigate Key Pages

My Turn

At lunchtime, Kanzi is surprised when Mama walks through the door page: I’m going to reread this page to notice all the different words Aya Khalil uses instead of the word *says*. [Reread and emphasize the words: *snickers*, *asks*, and *replies*.] Each of those words gives me, as a reader, a different signal. Listen again as I read what each person says as I imagine the author wants me to.

Our Turn:

The next day Kanzi unfolds her quilt in front of the class page: Reread this page, and think about the difference between writing *says* and writing *shouts*.

Your Turn

Now it’s your turn. You can either look through a book you’re reading to collect other words for *says* or join me as we jot down the words we found in *The Arabic Quilt*. [Collect synonyms for *says* on a reference chart or page in students’ notebooks. Here are the ones found in *The Arabic Quilt*: *calls*, *exclaims*, *responds*, *snickers*, *asks*, *replies*, *blurts out*, *shouts*, *asks*, and *whispers*.]

After Reading

Nudge Toward Independence

Isn’t it amazing how many synonyms there are for the word *says*? Keep noticing and thinking about these words as you read. Try them out when you add talking to the stories you’re writing.

Focus 2—Notice Writer’s Craft Moves: Transition Words and Phrases

Before Reading

Set the Stage: In *The Arabic Quilt*, Aya Khalil uses a technique that writers use to move a story through time. Instead of using words like *and* or *and then* over and over, writers use transition words or phrases. Transition words or phrases are like a bridge that gets you from one part of the story to the next.

During Reading

Investigate Key Pages

My Turn

At lunchtime, Kanzi is surprised when Mama walks through the door page: Reread the first sentence on this page. On the last page, they were getting started with the day; now it is lunchtime. Instead of having a lot of pages in between, the author uses a transition phrase to move the story through time.

Our Turn

The next day Molly says, “Mrs. Haugen said I hurt your feelings.” page: Reread the first sentence on this page. How did this transition help move the story through time?

Your Turn

[Continue to guide students to notice the transitions and the fact that they are often followed by a comma.]

After Reading

Nudge Toward Independence

A *transition* is a word or a group of words that carries the reader from one part of the story to the next. I’m going to write some of the transitions we found on this chart in case you want to use them when you are writing. [On an anchor chart, record phrases like *At lunchtime*; *That night*; *Before bed*; and *On Friday*.]

Innovate on Text: At the end of the story, Kanzi wrote a special poem for her parents. Draw a picture or write a note to a caregiver telling why they are special to you.