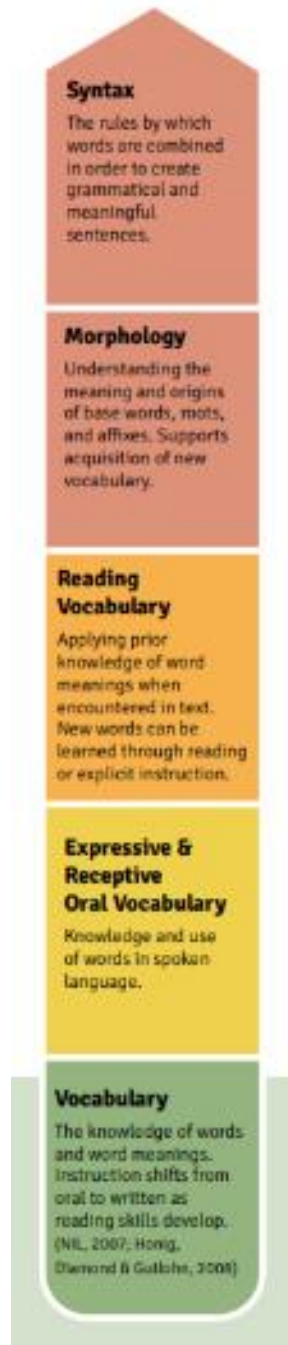


## Reading Vocabulary & Expressive & Receptive Oral Vocabulary

(Shared Reading / Poetry – Submitted by Terri Zolob)



The following is a rough outline of how we utilize our “Shared Reading/Poetry” to increase many aspects of our “Reading/LA” program.

### **Time Required:**

- \*The whole process is done in about 3 – 4 weeks.
- \*Each day requires 2-5 minutes (or less depending on the focus for that lesson)
- \*Poem test requires 15-30 minutes

### **Required Items:**

- \*A Pocket Chart (with 10 slots)
- \*Sentence Strips
- \*Poem of your choosing (with not more than 11 or 12 lines)

### **Day 1:**

- \*Teacher invites students to close their eyes as the teacher reads the poem. Students are instructed to ‘listen’ to the poem and ‘see’ what images it makes in their mind, as well as what they may be feeling, or ‘hear’ from the words used in the poem.
- \*Then you discuss what they ‘saw’, ‘heard’, and or ‘felt’
- \*Together ‘read’ the poem again, this time teacher points to each word that is read.

### **Day 2-7:**

- \*Read poem together (as someone [Special Helper] points to each word).
- \*During the reading each of these days’ teacher creates simple sign language or hand gestures (to help prompt the students to be able to remember, and eventually ‘read’ the poem).

### **Day 8-14:**

- \*As with days 2 – 7, read the poem together
- \*After poem has been read, teacher has a specific grammar/phonics/Language Skill mini targeted lesson; for example, teacher may introduce the concept of Nouns and explain what a Noun is and invite the students to find all

the Nouns they can in the poem. As the students share the Noun they found, they come up and point it out (to help the other students who have not yet found [or understand] the concept.

\*\*\*\*For my grade 1 / 2 class I usually start these days with rhyming words – I give a word (real or made up) and the students have to find and point out a word or words in the poem that rhymes with my word.



## Day 15-21

- \*Continue to read the poem together each day pointing to each word (by now the students should be reading with the correct inflections and fluency – some may even be doing the actions).
- \*During these days you are working up to having the students say the poem from memory.
- \*After about 2 weeks of 'reading' and saying the poem, The teacher starts to cover up single words in each line. Together, you read the poem until you come to a covered word, and you **STOP!** Have the students put up their hand if they can tell you the word that is covered (as the year and their skills progress challenge them to give you the first, last sounds/letter of the word or even the spelling if it is one you think they should know [sight word etc.]).
- \*After the above bullet has been practiced for a few days, teacher mixes up **all** the sentence strips. The whole class read the mixed-up poem as it is in the chart. After reading the mixed-up poem, the teacher asks the students – 'What is the title of our poem?' A student is selected to say the title, AND find it. They are then asked to pick up the sentence strip (they just said) and stand at the front of the class holding the sentence strip in front of them with the words facing out. The teacher again asks, "What is the next line in our poem?" and again, a student is selected to say, find, collect and stand next to his/her/their classmate(s) as they whole poem slowly gets reassembled.
- \*Finally, after the poem has been reassembled someone (Special Helper) points to each person,
- \*When pointed at, the student then says their line,
- \*Special Helper continues down the line of students pointing to each child as they say their line until, the whole poem has been read, a line at a time.
- \*Repeat the above 4 bullets for the next couple of days ensuring that all students have had a chance to hold and say a sentence strip.

## Day 21-28

- \*During this week the teacher removes all sentence strips from the pocket chart.
- \*Students still recite poem each day (preparing, for their upcoming poem test).
- \*When teacher feels students are ready, students are given their poem test (usually 2 or 3 days after poem strips have been taken away).
- \*Teacher hands out poem that has been typed up poem
- \*Students, cut out, reassemble, then when given permission (that they indeed have the poem in the correct order) they glue their strips down on a separate piece of paper.
- \*As students hand in their poem test, teacher may want to assess all or certain students' understanding by having them read the poem (as well as track their words).

\*\*\*\*\*Note\*\*\*\*\*

The above timeline is generalized, you may take longer or condense it to suit the needs of you, and your class. It also depends on what specific reading/grammar/phonics skills that you are focusing on.

### Example of Poem in Pocket Chart and Students' Poem Test

Green Eggs and Ham (excerpt)... By Dr. Seuss
I do not like them here or there 
I do not like them with a fox 
I do not like them in a house 
I do not like them Sam I am! 
I do not like them in a box 
I do not like them anywhere.
I do not like green eggs and ham 
I do not like them with a mouse 

*Mixed-Up Poem for students' Poem Test with picture prompts for diverse learners*

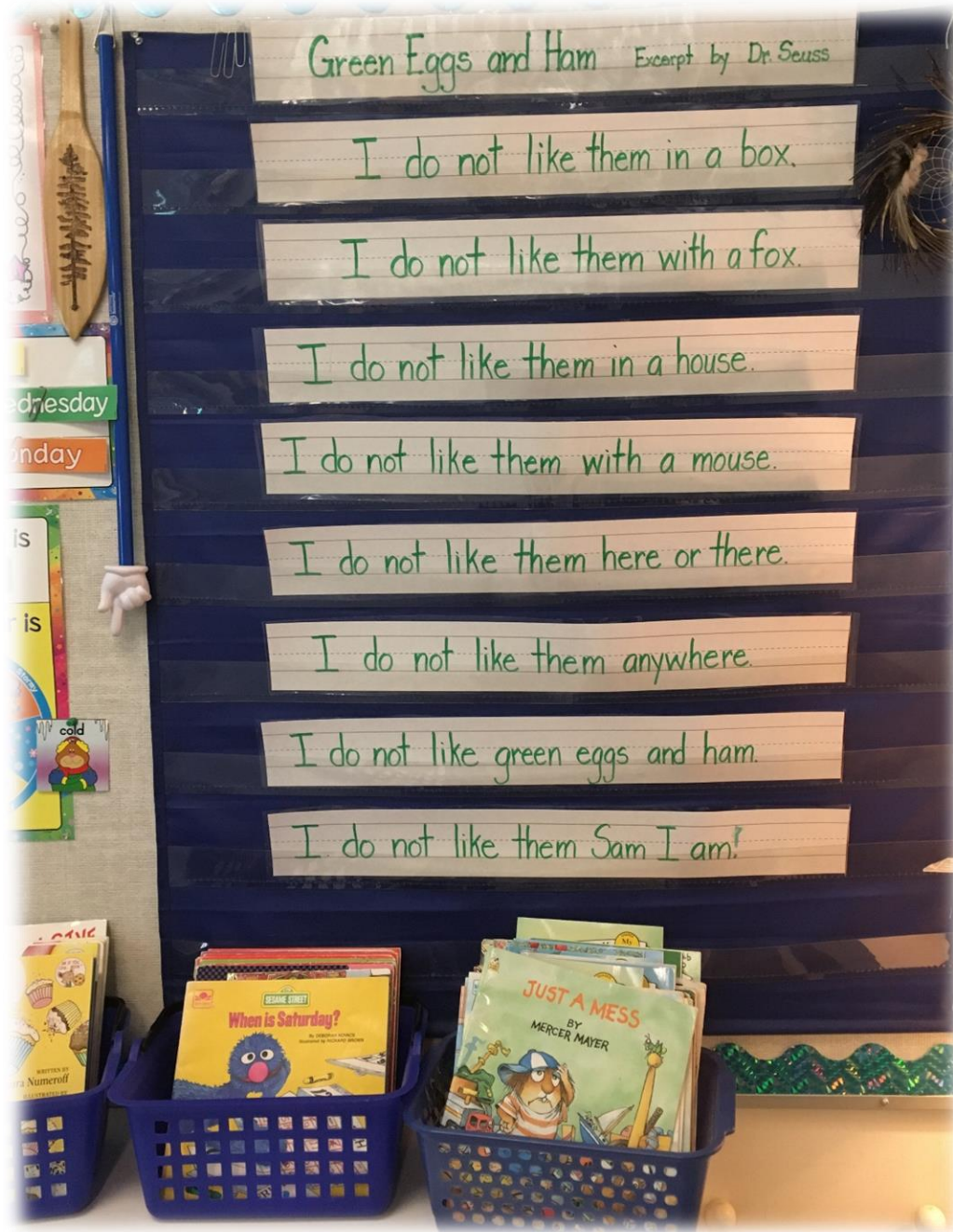
Green Eggs and Ham (excerpt)... By Dr. Seuss
I do not like them in a box
I do not like them with a fox
I do not like them in a house
I do not like them with a mouse
I do not like them here or there
I do not like them anywhere
I do not like green eggs and ham.
I do not like them Sam I am!

*Correct Version of Poem*

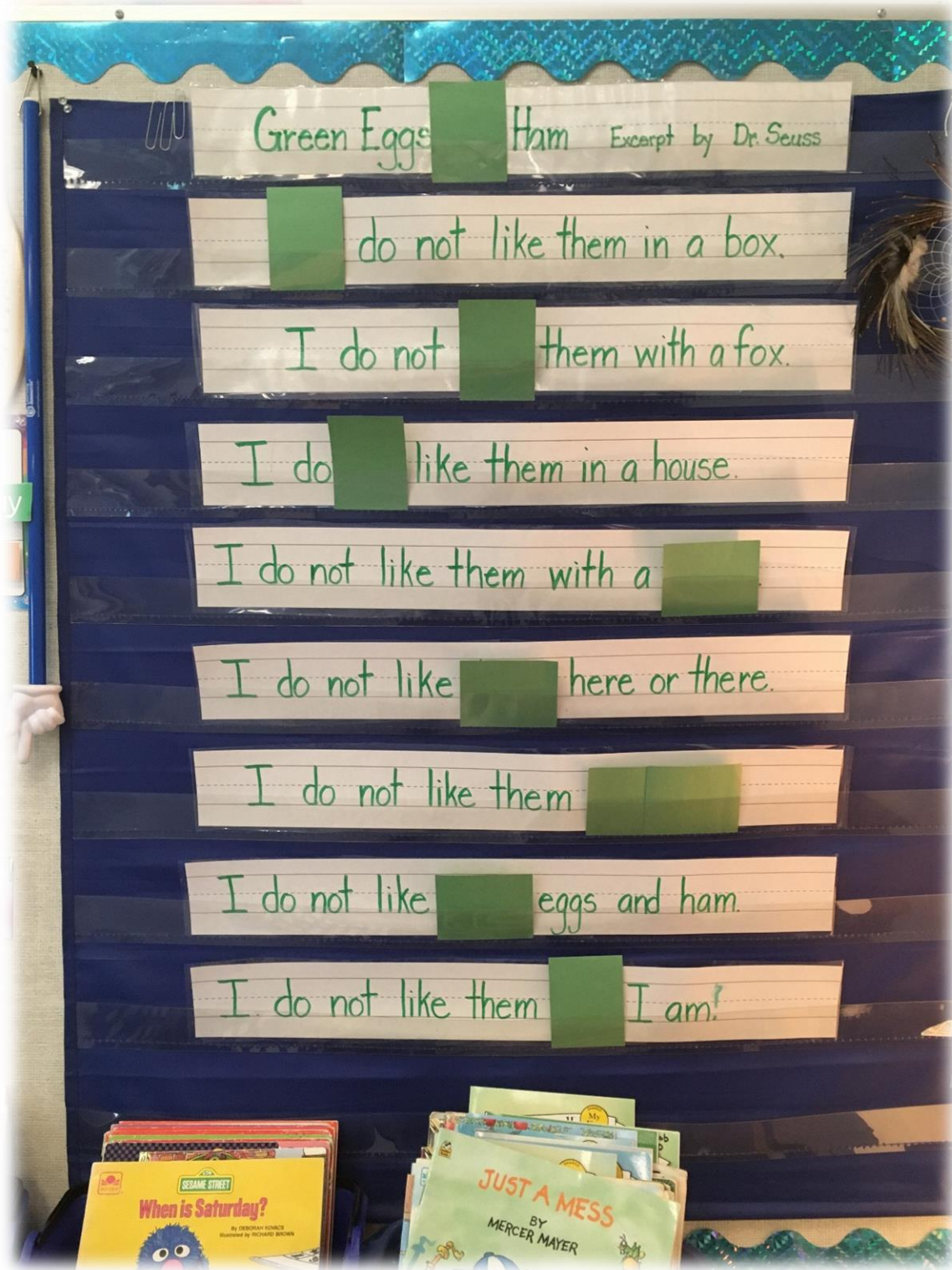
Green Eggs and Ham (excerpt)... By Dr. Seuss
I do not like them here or there.
I do not like them with a fox.
I do not like them in a house.
I do not like them Sam I am!
I do not like them in a box.
I do not like them anywhere.
I do not like green eggs and ham.
I do not like them with a mouse.

*Mixed-Up Poem for students' Poem Test without picture prompts*

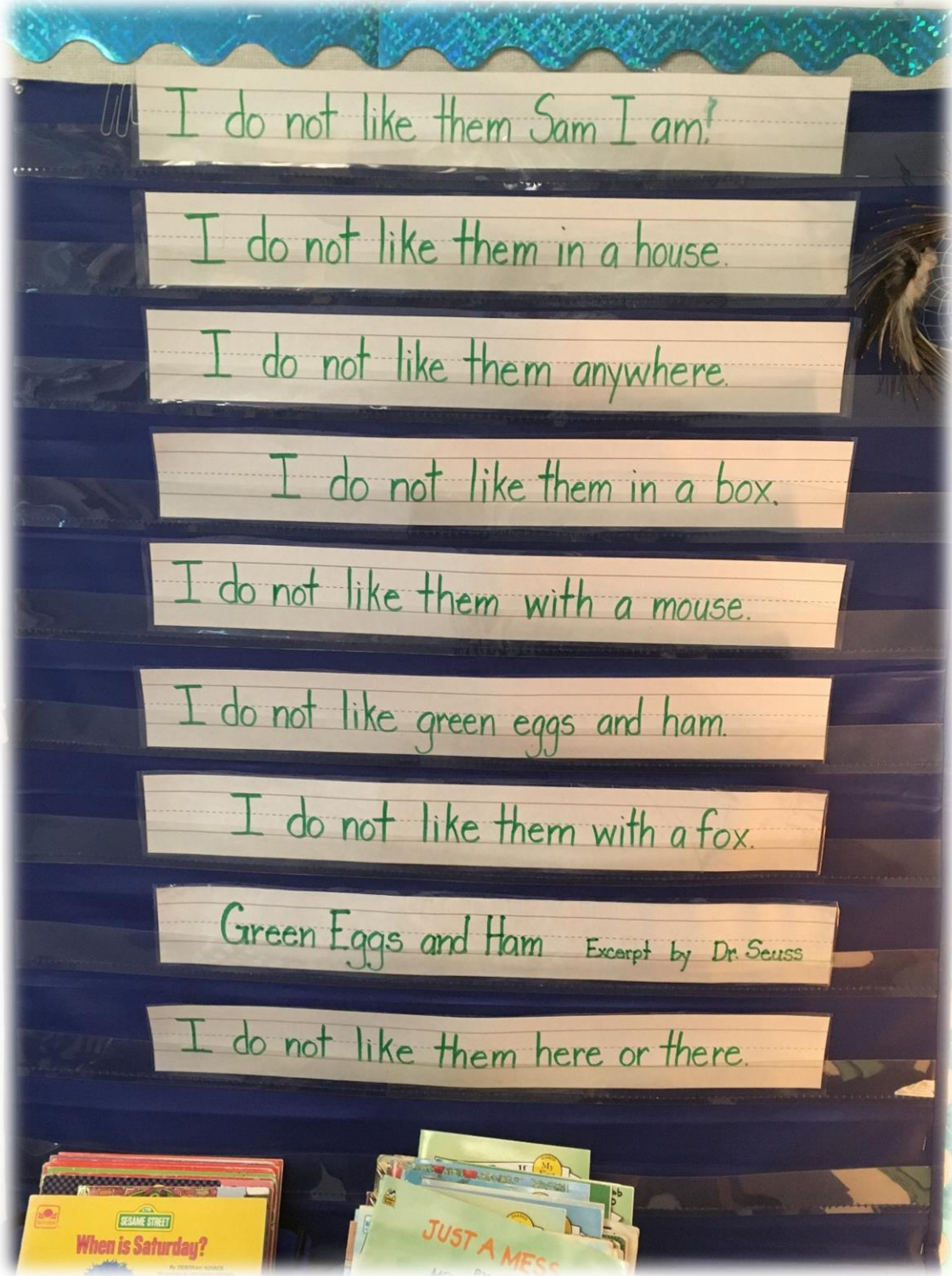
## Appendix



Example of Poem displayed in Pocket Chart




Example of Single Words covered in each line of the poem





Example of Poem Mixed Up


Carley


 Green Eggs and Ham (excerpt)...


By  
Dr. Seuss

I do not like them in a box  . 2


I do not like them with a fox  . 3

I do not like them with a mouse  .

I do not like them in a house  .

I do not like them here or there  . 6

I do not like them anywhere. 

I do not like green eggs and ham  . 8

I do not like them Sam I am  !

Example of Student Poem (with picture prompts) Completed