

# Lesson 3

## Shared Reading #1



Text from *One Day in the Eucalyptus, Eucalyptus Tree*: pre-written on chart paper (or a projector to enlarge)

“Oh surely, very surely,  
Mr. Snake,” said the boy,  
“there is room. Still more room.  
So much more to enjoy!”



DO

Read *One Day in the Eucalyptus, Eucalyptus Tree*, choosing at least one page to focus on for rhyming words. Ask students to identify the words that rhyme and generate new rhyming words.



SAY

Now let's search for the new letter, “t”, in our shared text.



DO

Draw students' attention to the shared text (pre-written on chart paper):  
“Oh surely, very surely, Mr. Snake,” said the boy, “there is room. Still more room. So much more to enjoy!”

Review the text by reading aloud once, pointing to each word as you read it to reinforce left-to-right and up-to-down directionality. Encourage students to join in the second time you read it.

Lead students in a choral reading of the text as you point to each word.

# Lesson 3



Do you see our new letter, “t”, anywhere in the shared text?



Invite a student to come up and point out a “t.”



Now it’s your turn to read with a partner and to find the rest of the letter “t.”



Release students to work with a partner to first read the text together. Remind them to point to each word as they read it. They can read one at a time or together.

When they are finished, bring their attention back to you and remind them to look for the letter “t.” Release them to do this with their partner in their Poetry Notebooks.

## Shared Reading #2



Repeat the process from Shared Reading #1 with the refrain from Chicka Chicka Boom Boom.

