

Shared Reading #1



Refrain from *Pete the Cat and His Four Groovy Buttons*: pre-written on chart paper (or a projector to enlarge)

My buttons, my buttons,
my four groovy buttons.
My buttons, my buttons,
my four groovy buttons.



DO

Read *Pete the Cat and His Four Groovy Buttons* all the way through, encouraging students to interact with the text as you read it (e.g., read repeated text with you).

Review refrain from the text, following the same procedure from the past few weeks for learning the words of refrains together:

- Read the refrain from the book
- Read the refrain from the chart paper or enlarged text several times, pointing to each word as you read it, beginning with an echo read and then choral reading of the text with students
- Pass out Poetry Notebooks
- Students find new letter(s) from Reading Readiness; read text once more together

Shared Reading #2



When you read the text a second time during Shared Reading #2 and switch out the “three” for “two”, take this opportunity to help students understand how to find a specific word in a text, even if they do not know how to read it, by reciting the text and pointing to each word as you recite. This will help them understand the concept of a word in a sentence and will reinforce voice–print–match skills.



DO

Read a shared refrain from *Pete the Cat and His Four Groovy Buttons* again. Encourage students to join in.



SAY

In the book, Pete loses a button, so now he only has three. When he loses another button, how many does he have left? (two)



DO

Show students the index card/sticky note with the word “two”. Model how to re-read the text to find where the word “three” is found and replace with the word “two”.

Invite a student to do the same for the second instance of the word “three.”

Read the refrain again together, changing the word “three” to the word “two.”

Lesson 2



Tomorrow, what will we change the "two" to? (one)

