

Triple Treat – Reading Behaviours Taught in Whole Group Shared Reading



Comprehension Skills:

- Connecting what happens in the book to their own experiences (text to self)
- Predicting what the text on the next page is likely to be paying attention to the word pattern, the grouping of items
- Asking questions to clarify understanding of the text (I wonder...)

Trio	Shared Reading Text	Attending to Print	Word Solving and Building
Stage 1:			
My Place	<i>In My Classroom</i>	- discussing words and labels - looking at the order of the letters in words - checking with the illustration	- adding s to make words plural
Look at Me!	<i>Faces</i>	- matching the picture with the words underneath	- reading through a word with your finger - words are made up of letters - getting your mouth ready to read words by looking at the first letters and making the sound that the letters make
Having Fun	<i>Hippos Having Fun</i>	- checking what letter the word starts with, middle letters, and letters the word ends with - checking with the illustration	- recognizing words with <i>ing</i> endings
How Many?	<i>How Many Friends?</i>	- looking at the first letter of a word and reading through the whole word	- adding s to word friend
Stage 2:			
Who?	<i>In and Out</i>	- reading punctuation marks (question mark)	- using words we already know to help work out new words - using smaller words in bigger words to help read a word
Hiding	<i>Finding Monty</i>	- tracking words in a sentence by running finger along the sentence - reading smoothly and fluently	- breaking long words into parts (compound words)
Toys	<i>Jumping Toys</i>	- reading a long sentence by pointing to each word - noting that the end of a sentence is marked by a period - using various strategies (e.g., checking the word, the first letter, and the illustration)	
Scrub-a-Dub	<i>Scrub-a-Dub Tub</i>	- listening to what you are reading and asking: <i>Does that sound right?</i> - If it doesn't, then fix it.	- hearing and recognizing rhyming words with <i>ub</i> endings
Stage 3:			
Shapes I Can See	<i>Lulu and the Cat</i>	- reading punctuation marks (exclamation mark and comma)	- working with plurals (s endings, words that change, and es endings)
Seasons	<i>A Summer Week</i>	- reading a sentence that extends onto more than one page	- noticing and using parts of words to read and write

		- recognizing that punctuation marks denote the end of a sentence	
I Spy	<i>I Spy My Street</i>	- using clues to help read words (colour words written in appropriate colour)	- recognizing words with s and <i>ful</i> endings
All Aboard!	<i>The Jungle Bus</i>	- reading punctuation marks and using your voice to help the story make sense to listeners (dialogue with quotation marks)	- reading around a page – read the words in the illustration

High-Frequency Words Introduced in the Trios

Stage 1:	High Frequency Words
My Place	- here, is, my
Look at Me!	- are, here, is, my
Having Fun	- are, having, the
How Many?	- all, and, me, my, of, see
Stage 2:	
Who?	- all, and, for, in, is, that's, we're, who
Hiding	- am, and, are, at, I, in, me, the, us, we, you
Toys	- all, are, is, me, my, on, over, they, under, we
Scrub-a-Dub	- in, see, the, there's, we're
Stage 3:	
Shapes I Can See	- all, alone, and, back, me, she, the, was, went
Seasons	- around, but, can, I, in, it, it's, my, on, still, through, too, was
I Spy	- a, all, are, around, can, do, eyes, I, little, many, me, my, see, so, that, them, things, what, with, you
All Aboard!	- all, at, comes, have, here, it's, look, said, the, who's

