# Characteristics of the Text

**Genre**
- Informational Text

**Text Structure**
- First-person narrative
- One category of information with four episodes

**Content**
- Friends
- Ways friends share

**Themes and Ideas**
- Good friends share.
- Sharing can be fun.

**Language and Literary Features**
- Repeated natural language patterns
- Familiar settings

**Sentence Complexity**
- Simple, predictable sentences with a variety of patterns: Jan and I like to ___. Jan has a ___, I want to ____, too.
- Subject-verb in same position in all sentences

**Vocabulary**
- Names of objects (shown in illustrations): apple, bike, ball, book
- Action words supported by illustrations: eat, ride, play, read

**Words**
- One-syllable words with a few two-syllable words: apple, apples
- Many easy high-frequency words: I, and, like, to, want
- Simple plurals: apples, bikes

**Illustrations**
- Realistic illustrations showing one activity per page
- Illustrations match text very closely.

**Book and Print Features**
- Nine pages of text, illustrations on every page
- One to four lines of text on each page

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**Sharing** by Tracy Gallo

**Build Background**
Read the title to children and discuss what the boy and girl are sharing in the cover illustration. Ask children what they think this book will be about. Encourage them to talk about sharing with friends, prompting them with the following question: *What kinds of things do you share with your friends?*

**Introduce the Text**
Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary. Explain important text features, such as the repetition of the phrase *I can ___, too.* Here are some suggestions:

- **Page 2:** Explain that in this book a boy and his friend, Jan, share different things.
  - **Suggested language:** Turn to page 2. Here is the boy who is telling the story and his friend Jan. What does Jan have? The boy says: Jan and I like to eat apples. Say the word and. What letter would you expect to see first in and? Find the word and and put your finger under it. How can the two friends share the apple?

- **Page 4:** Call attention to the illustration. What else do the boy and Jan like to do? What will the boy say? He says: Jan and I like to ride bikes. How can they share the bike?

- **Page 6:** Remind children that they can use information in the pictures to help them read. Turn to page 6. Now what will the boy say? The boy says: Jan and I like to play ball. Say the word play. What letter would you expect to see first in play? Find the word play and put your finger under it. How will they play so they can share the ball?
  - **Now go back to the beginning and read to find out all the things the two friends can share.**
Read
As children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Respond to the Text
Personal Response
Ask children to share their personal responses to the book. Begin by asking what they liked best about the book, or what they found interesting.
Suggested language: What do you share with your friends that the two friends in the story share?

Ways of Thinking
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The boy and Jan like to do the same things.</td>
<td>• Good friends share what they have.</td>
<td>• The sentence patterns make the text predictable and easier to read.</td>
</tr>
<tr>
<td>• They like to eat apples, ride bikes, play ball, and read books.</td>
<td>• Sharing makes people feel connected to each other.</td>
<td>• The ideas in the book are all about ways to share.</td>
</tr>
<tr>
<td>• The boy and Jan share an apple, a bike, a ball, and a book.</td>
<td></td>
<td>• The pictures show how different things are shared.</td>
</tr>
</tbody>
</table>


Choices for Support
Concepts of Print
Practice early reading behaviors such as understanding that a reader says one word for one group of letters and understanding the concept of sentence as a group of words with ending punctuation.

Phonemic Awareness and Word Work
Provide practice as needed with words and sounds, using one of the following activities:
• **Beginning Sounds** Say each of the following words one at a time: Jan, like, want, can, ride, bike. Have children repeat each word, and then say the beginning sound.
• **Listening Game** Read a sentence from the book, without showing the text: Jan eats the apple. Have children say the sentence with you slowly and hold up one finger for each word they hear. Ask: How many words are in the sentence? Continue with other sentences.
• **Write Words** Materials: whiteboard, marker. Have children write the name Jan on the whiteboard. Ask them to erase the letter J and write the letter c. Have them read the new word. (can) Continue by having children replace the initial letter with f, r, t, v, and p, reading each new word.
Writing About Reading

Critical Thinking
Read the directions for children on BLM 1.7 and guide them in answering the questions.

Responding
Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill

Main Idea Tell children that every book has a main idea. The main idea is what the book is mostly about. Important details tell more about the main idea. Model how to identify the main idea.

Think Aloud

I can think about what happens in the book. Jan has an apple, a bike, a ball, and a book. She shares each of these things with the boy. This book is mostly about sharing. So I think the main idea is sharing.

Practice the Skill
Have children think of another book they have read. Ask them to tell the main idea of the book.

Writing Prompt
Read aloud the following prompt. Have children draw and write their response, using the writing prompt on page 6.

Think of something else the two friends in the story can share. Draw a picture showing how they share it.

Write about how the two friends can share.
English Language Learners

Front-Load Vocabulary Use illustrations to help children understand how the word ball is used in the text. Explain that the word ball can tell the name of something. Point to the ball in the illustration on page 6 and name it. Explain that the phrase play ball means “to have a game with the ball.” Point to the action in the illustration on page 7 and mention that the children play ball by kicking the ball.

Oral Language Development

Check the children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/ Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Point to the boy in the book.</td>
<td>Speaker 1: Who has an apple?</td>
<td>Speaker 1: What food do the boy and Jan share?</td>
</tr>
<tr>
<td>Speaker 2: [Points to the boy.]</td>
<td>Speaker 2: Jan has an apple.</td>
<td>Speaker 2: They share an apple.</td>
</tr>
<tr>
<td>Speaker 1: Point to the girl in the book.</td>
<td>Speaker 1: What do the boy and Jan like to ride?</td>
<td>Speaker 1: How do the boy and Jan share the book?</td>
</tr>
<tr>
<td>Speaker 2: [Points to the girl.]</td>
<td>Speaker 2: They like to ride a bike.</td>
<td>Speaker 2: They take turns reading the book.</td>
</tr>
<tr>
<td>Speaker 1: What is the girl’s name?</td>
<td>Speaker 2: Jan</td>
<td></td>
</tr>
</tbody>
</table>
Sharing

Think of something else the two friends in the story can share. Draw a picture showing how they share it.

Write about how the two friends can share.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Think About It

Write the word that completes each sentence.

1. Jan cut the ________________ to share it.
   book  ball  apple

2. We play a game and read a ________________.
   ball  bike  book

Making Connections Think about something you can share. Draw a picture of what you share. Label your picture.
# Sharing • LEVEL C

## Lesson 1: Sharing

### Running Record Form

<table>
<thead>
<tr>
<th>Page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Jan and I like to eat apples. Jan has an apple to eat. I want to eat it, too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan eats the apple. I can eat it, too!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Jan and I like to ride bikes. Jan has a bike to ride. I want to ride it, too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Jan rides the bike. I can ride it, too!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

### Accuracy Rate

\[
\frac{\text{# words read correctly}}{56} \times 100\%
\]

### Self-Correction Rate

\[
\frac{\text{# errors + # Self-Corrections}}{\text{Self-Corrections}}
\]

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<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>© cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>ćat</td>
<td>1</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>ðat</td>
<td>1</td>
</tr>
</tbody>
</table>

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Grade 1
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