



Story Star Countdown

Theme: Ocean Life

Phonics Focus: SH

READ: *Chet and Shan Find Shells* by Kathleen Corrigan

Have your child read aloud to you, reading the words they can while you help with challenging new words. Encourage them to solve unfamiliar words using the patterns they know, as well as use the pictures for more detail. Learning to read is all about building your toolkit of known words and sounds!

Extension Activity:

Work through the included activities at your child's pace. They should be challenged, but not frustrated, and these activities do not need to be done in one sitting. Directions are included for each activity. If your child has trouble, that's okay! You can help them, just try not to give them the answer. They should be doing most of the work.

READ: *I Hear You, Ocean* by Kallie George

Read this book to your child. If able, let them read to you, or take turns. Along the way, talk with your child about what is happening and how they feel about the story. Ask questions like: why do you think the character did that? How would you solve this problem? What is the story trying to teach us? What was your favorite part of the story? All questions are good questions.

WRITE and DRAW: What would you say to the ocean if it could talk back?

You can use notebook paper or the writing templates provided on our website. As your child writes, let them get their full thought down on paper before you correct anything. This is how they become a writer! As they spell, encourage them to use the rules they know. This is called invented spelling. Even if it doesn't look like what an adult would write, they are still practicing their phonics. Illustrations are always welcome!

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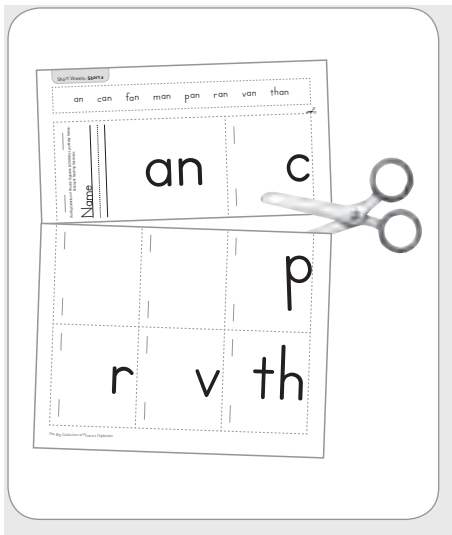
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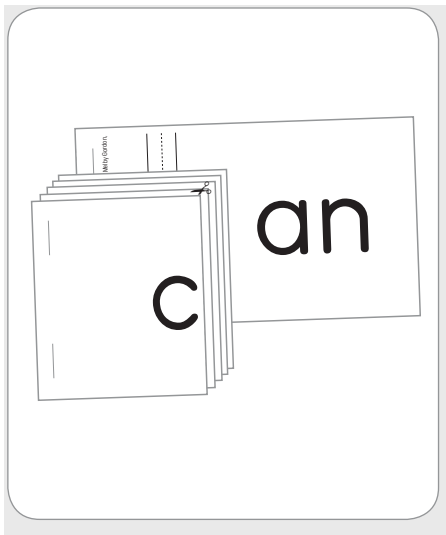
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How to Construct the Flipbook

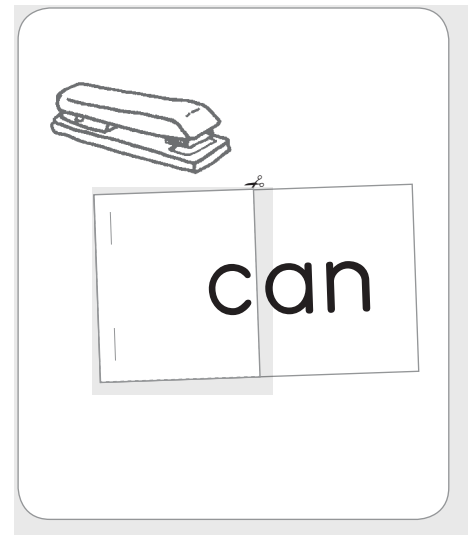
1. Carefully cut apart the flipbook pages.



2. Stack the pages.



3. Staple the pages together, then read!



Wishing for a Fish

I am wishing for a fish.

I will not quit.

I am wishing for a fish.

I sit and sit.

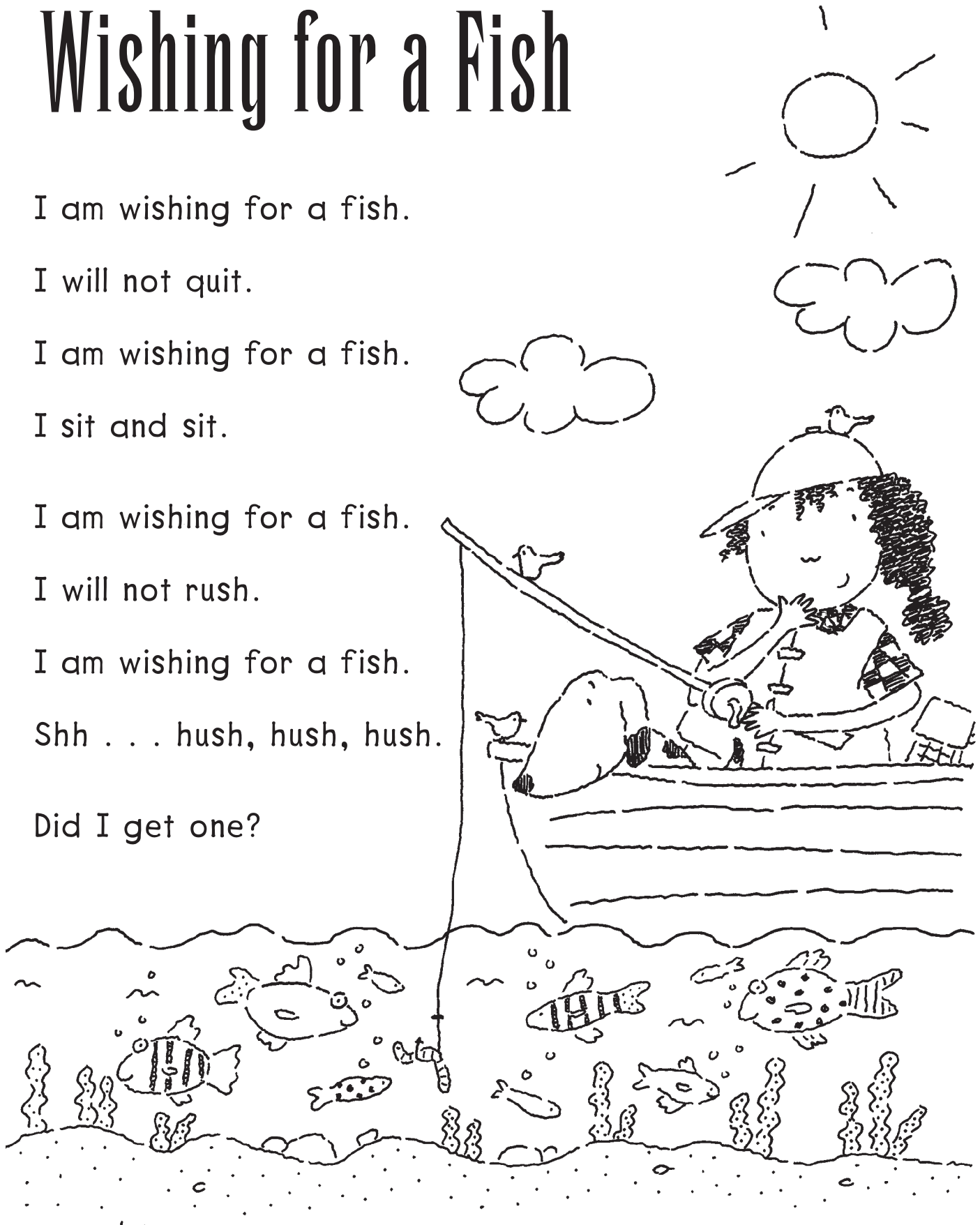
I am wishing for a fish.

I will not rush.

I am wishing for a fish.

Shh . . . hush, hush, hush.

Did I get one?



Instructional Routine

Use the following routine for introducing each poem.

STEP 1: Distribute copies of the poem or write the poem on chart paper. As an alternative, display the poem on your interactive whiteboard.

STEP 2: Read aloud the poem. Highlight one or two aspects of fluency, such as intonation or phrasing. Discuss these aspects of fluency and model them using selected sentences or phrases from the poem.

STEP 3: Do an echo reading of the poem. Read aloud each stanza and have students repeat using the same pace, accuracy, and expression.

STEP 4: Assign the poem to partners, small groups, or individuals based on the goal of each poem. For example, poems designed for repeated readings should be assigned to individuals, whereas poems for choral readings should be assigned to small groups.

STEP 5: Provide time throughout the week for students to practice reading aloud their poems. Circulate and listen in. Provide feedback on key aspects of fluent reading. Then, allow students to share their readings at the end of the week.

Poems are like language amusement parks; they represent the works of those playing with language in rhythmic and creative ways. Sharing the joys of written language with students is a wonderful and valuable gift.

