

WEEK 2

Shared Reading

"Five Little Seeds"		
<p>Standards: R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.2.K.c L.2.K.b</p>	<p>Five little seeds, What will they be?</p> <p>Under the land, Under rocks and sand,</p> <p>Five little seeds, Wait patiently!</p> <p>The sun fills the sky, Rain drips from high,</p>	<p>Roots grow into the ground, Stems grow upward bound!</p> <p>Five little seeds, What will they be?</p> <p>Three will make trees, And two will make weeds,</p> <p>That's what the seeds will be!</p>
<p>Session 1</p>	<p>Opening: <i>The title of this poem is "Five Little Seeds." Based on the title, what do you think this poem will be about?</i></p> <p>Fluency: Model expressive reading, emphasizing rhyme. Pause at the word "rocks" in the second stanza for authentic word solving (see below). The second time through, invite children to echo read each stanza.</p> <p>Word Solving: Point to the word "rocks." <i>Let's read this word. Where should we start?</i> Invite children to make the /r/ sound. <i>Then we see /ō/ and the digraph ck which sounds like /k/. Let's blend those three sounds together to discover the word.</i> <i>The word ends with s. Add the sound /s/ to the end.</i> <i>When you add s to the end of some words it is called a suffix, and it means there are more than one. The seeds are under more than one rock.</i></p> <p>Meaning Making: <i>What happens to the seeds in this poem?</i> <i>Based on what we learned in the book From Seed to Plant, why do the seeds turn into different things?</i></p> <p>Language Conventions: <i>What punctuation do you see?</i></p>	

	<i>At the question marks, we raise our voice to ask the question, “What will they be?”</i>
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Session 2	<p>Fluency: Invite children to choral read each stanza while tracking print. Add gestures for phrases like “rain drips from high” and “stems grow upward bound.”</p> <p>Phonological Awareness: <i>We are going to listen to the vowel sounds in some of the words from this poem. Some words have short vowel sounds and others have long vowel sounds. Remember, the long vowel sounds are the names of the vowels.</i> <i>What are all the long vowel sounds? [/ā/, /ē/, /ī/, /ō/, /ū/]</i> <i>What are all the short vowel sounds? [/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/]</i> <i>Now I’ll say a word, and you say if it has a long or short vowel sound.</i> Say the words “five,” “rain,” “under,” “grow,” and “stems.”</p> <p>Phonological Awareness and Phonics: <i>We know that rhyming words sound the same at the end.</i> <i>We can change or add sounds to make new words that rhyme.</i> Say the word “weeds,” and ask children to replace the /w/ with /s/. <i>Now what word do we have now?</i> Now say the word “seeds” and change the /s/ to /n/. [needs] <i>The words “weeds,” “seeds,” and “needs” rhyme, and they are spelled the same way.</i></p>
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Session 3

Phonological Awareness:

Cover the song so that children do not see the print.

You are experts at hearing digraphs in words. I am going to say a word, and you will listen for the digraph. If the digraph is at the beginning of the word, stand up. If it is at the end, crouch down.

Say “three,” emphasizing /th/ at the beginning.

Model standing, and state that the digraph /th/ was at the beginning.

Repeat with the word “rock.”

Fluency:

Choral read the full poem.

Remember, this poem has some punctuation that helps us read it with expression.

Use echo reading to model expressive phrasing, using the exclamation points and question marks.

Phonics:

There are several words in this poem with the suffix -s at the end. When you add “-s” at the end of some words, it means there are more than one. Does this poem talk about one seed or more than one seed?

There are five seeds. So when you write it, you add an s at the end.

I’ll read some words from this poem. Wiggle five fingers when you hear a word that means more than one, so it ends with an s.

Read “sky,” “roots,” “land,” “trees,” and “rocks.”

Invite children up to circle the suffix -s.

Word Recognition:

“They” is a new high frequency word in this poem.

What digraph do you hear at the beginning of the word? [/th/]

What vowel sound do you hear in the word “they?” [long a]

We hear the long a sound, but the word is spelled with the letters ey!

Lesson continues on next page

	<p><i>“What” is another high frequency word in the poem. What digraph do you hear at the beginning of the word “what?” [/wh/] What ending sound do you hear? [t] What vowel sound do you hear? [short u] The vowel sounds like a short u, but is written with the letter a. In this word, the beginning and ending letters are what we expect, but the middle plays a trick on us!</i></p>
Extensions	<p>Whiteboard digraph practice: Dictate short vowel words with digraphs (chop, shut, pick, thin, rack). Invite children to spell them on their own whiteboards.</p> <p>Partner fluency word: Assign stanzas to partners to chorally read to practice reading with expression.</p>