

WEEK 3

Shared Reading

"A Cut Down Tree"		
<p><b>Standards:</b>                      R.2.K.d                      R.3.K.a                      R.3.K.b                      R.3.K.c                      R.3.K.d                      L.2.K.b</p>	<p>Jack and Beth went in the woods                      To chat and play together.</p> <p>They had a shock!                      They heard chop chop,                      A tree went thud! Disaster!</p> <p>Quick, they went to save the tree.                      No luck, the big tree was down.</p>	<p>They sat on the log,                      With the woodchopper too,                      And Jack made a big, sad frown.</p> <p>"Please do not chop,                      We love the trees!                      Instead, let's plant some seeds!"</p>
<p><b>Session 1</b></p>	<p><b>Opening:</b>  <i>You can read the first two words of the title.</i>                      Invite children to read "A" and sound out "cut."  <i>The full title is "A Cut Down Tree." I wonder why a tree has been cut down.</i></p> <p><b>Fluency:</b>                      Using the beat of "Jack and Jill," model expressive reading. Emphasize rhyme.                      Pause at "chat" on the second line of the first stanza for authentic word solving (see below), and then again at "chop."                      Read through a second time, inviting children to echo read each stanza.</p> <p><b>Word Solving:</b>                      Point to the word "chat." <i>If I'm not sure what this word says, where would I start to read it?</i>                      Invite children to make the /ch/ sound, and then the sounds short a and /t/.  <i>Let's blend those three sounds together to read the word.</i>                      Define the word.  <i>Jack and Beth are going to chat, or talk.</i>                      Invite children to use their knowledge of letters and sounds to decode the word "chop."</p> <p><b>Meaning Making:</b>  <i>What was the problem in this poem?</i>  <i>What solution did Jack and Beth suggest to the woodchopper?</i></p>	

## “A Cut Down Tree”

**Standards:**

R.2.K.d  
R.3.K.a  
R.3.K.b  
R.3.K.c  
R.3.K.d  
L.2.K.b

Jack and Beth went in the woods  
To chat and play together.

They had a shock!  
They heard chop chop,  
A tree went thud! Disaster!

Quick, they went to save the tree.  
No luck, the big tree was down.

They sat on the log,  
With the woodchopper too,  
And Jack made a big, sad frown.

“Please do not chop,  
We love the trees!  
Instead, let’s plant some seeds!”

**Session 2**

**Fluency and Language Conventions:**

*This poem has some punctuation that helps us read it with expression. Let’s practice using the exclamation points to read with excitement.*  
Echo read the lines with exclamation points.  
Choral read the entire poem, emphasizing excitement at exclamation points.

**Phonological Awareness:**

Cover the poem so that children do not see the print.  
*I’m going to read parts of the poem and I want you to listen for digraphs.*  
Suggest gestures for children to use when they hear specific digraphs (e.g., touch chin for /ch/, finger on lips for /s/, move thumb for /th/, touch sock for /ck/).  
*You might hear the digraph in the beginning or end of a word.*  
Read one or two lines at a time, according to how much oral text children are able to digest at a time.

**Phonological Awareness and Phonics:**

*We know words sound the same at the end when they rhyme. We can change sounds or add sounds to make new, rhyming words. In the word “chat,” when you change the sound /ch/ to /c/, what is the new word? [cat]*  
*Now say the word “cat,” and change the /c/ to /p/. [pat]*  
Continue this exercise with more initial sounds.  
*The words “chat,” “cat”, and “pat” rhyme, and they are spelled the same way at the end.*  
*These words all have a high frequency word in them. Do you notice it? [at]*  
*“At” is a word by itself. When we add sounds at the beginning of this word, we make new, rhyming words.*

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**Standards:**

R.2.K.d  
R.3.K.a  
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Jack and Beth went in the woods  
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“Please do not chop,  
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**Session 3**

In preparation for the lesson, list the following words on the whiteboard.  
big, had, not, luck, sat, log, sad, chop, thud

**Phonological Awareness:**

Cover the poem 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, stand up. If it is at the end, crouch down.*

Say “Beth” and emphasize /th/ at the end. Model crouching, and state that the digraph /th/ was at the end.

Repeat with the words “chop,” “thud,” and “luck.”

**Fluency:**

Show the poem, and invite three children to dramatize the actions while the remainder of the class reads the poem. The actors can recite their own lines.

**Phonics:**

*There are many words in this poem that you all can read by using your knowledge of letters and sounds.*

Refer to the words on the whiteboard, and invite children to read and tap each one. [big, had, not, luck, sat, log, sad, chop, thud]

**Word Recognition:**

*“No” is a new high frequency word in this poem. How many sounds do you hear in the word “no?”*

*There are two sounds: /n/ and the letter o saying its name; it makes the long vowel sound.*

*You already know “so” and “go;” that helps you read “no.”*

*There is another high frequency word in this poem. Who can find “with?”*

*“With” has a digraph. Which digraph sound do you hear?*

<b>Extensions</b>	<p>Whiteboard writing with digraphs: Dictate words with digraphs, such as chop, shock, luck, chat, Beth, Jack. Children break down and spell the words and underline the digraphs.</p> <p>Whiteboard chaining: Dictate a short-vowel word with a digraph, then change the onset or rime for a new word (e.g., chop→shop, Jack→tack).</p>
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