WEEK 2

Shared Reading "Giving Thanks"	
Weekly Question	What do people need? What do people want?
Materials and Preparation	● chart paper and markers Write out the song for whole group reading. ● "Giving Thanks" slides ● pointer ● highlighter tape (optional) ● recording of Giving Thanks, for reference (use audio only) (https://www.youtube.com/watch?v=vNzhl94ao9Y)
Opening 1 minute	*Our Shared Reading text this week is a song called "Giving Thanks" written by Beres Hammand.* *Before we read and sing the song we'll do some work with letters and sounds.*
Phonological Awareness 6 minutes	Review r-controlled vowels using the Fundations r-controlled vowel poster. Substitute medial vowels. 　*I'm going to say a word, then we'll change some sounds to make a new word.* 　*The first word is "star." Invite children to echo the word.* 　*What r-controlled vowel do you hear in that word?* 　*Now let's change the word. The new word is "store."* 　*What sounds changed in the word?* 　*What sounds stayed the same?* 　*What consonant blend was in both words?* Blend sounds to make a word. 　*We are going to blend sounds together to make a word that we'll see in our text.*

	Listen to these sounds: /b/.../r/.../ā/...k. Say and tap the sounds. How many sounds do you hear? What's the word? What consonant blend do you hear? Determine syllables. *How many syllables do you hear in the word "morning?" Let's say it and feel the chin drops. Now say it and clap the word, then show me on your fingers the number of syllables. What r-controlled vowel sound do you hear in the word?*
Shared Reading 12 minutes	Listen to the first minute of the song to get the tune. Model singing the full song while tracking the print, then invite children to echo read the song line by line. Chorally read the full song once before chorally singing it. Support comprehension of the second stanza. *What does the song writer mean by "All is well, I've got my health and in such good shape, pocket's broke and I've got nothing, waiting for that break."* Connect the poem to unit content. *This week we are exploring the difference between needs and wants. What do you think "Giving Thanks" has to do with needs and wants?* *We'll read some books this week that will help us understand needs and wants. Let's come back to the message in this song at the end of the week.* Identify high frequency words. *What high frequency words do you see in this poem?* Identify target letter-sound relationships. *What consonant blends do you see?* *What digraphs do you see?* *What word has a digraph blend?* Continue to echo or chorally sing the song for fluency practice. Because the song is mostly not decodable, it is important to support children with repeated shared readings.
Closing 1 minute	*You will continue to practice reading and singing "Giving Thanks" in the Reading Station.*

Standards	RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	RF.1.3b. Decode regularly spelled one-syllable words.
	RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Ongoing Assessment	Listen to children as they respond to questions and discussion prompts.
	        Do children blend phonemes?
	        Do children identify syllables?
	        Do children identify r-controlled vowels?
	Listen to children chorally read and sing.
	        Do children read and sing with appropriate phrasing and expression?

Daily Practice	To reinforce fluency with this text, find five minutes each day for choral or paired reading. Possible extension in small or whole group: ● Children take dictation on whiteboards or use letter tiles to build single syllable words with consonant blends and digraph consonant blends.

Notes