

## Unit 1: Building Strong Communities

### WEEK 2

# Shared Reading

## “You’ll Sing a Song and I’ll Sing a Song”

<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper and markers Write out the song for whole group reading.</li><li>● “You’ll Sing a Song and I’ll Sing a Song” slides</li><li>● pointer</li></ul>
<b>Opening</b> 1 min	<p><i>Every week during Shared Reading we’ll practice reading a text together, and then you’ll continue to practice this text at the Reading Station.</i></p> <p><i>Our text this week is “You’ll Sing a Song and I’ll Sing a Song.” We learned this song last week. The words in this song remind us that we can do things together as a community.</i></p>
<b>Phonological Awareness</b> 5 min	<p>Isolate and identify beginning sounds. (Do not show the text)</p> <p><i>This week we are reviewing the sounds that letters make. Before we read and sing today, we’ll practice identifying some beginning sounds.</i></p> <p><i>The first word is “sing.” Repeat the word after me. What sound do hear at the beginning of “sing?”</i></p> <p>Ask one child to say the sound aloud. Then ask if anyone heard a different sound to establish consensus before inviting the class to say the correct sound. Continue the same exercise for the words “together,” “warm,” “hum,” and “line.”</p>
<b>Shared Reading</b> 13 min	<p>Establish an Echo Reading routine. (Show the text.)</p> <p><i>In our Shared Readings, we read and sing out loud together so that we can become fluent readers. Today, after you hear me sing the song once, we’ll echo sing, which means that I’ll sing some, then</i></p>

	<p><i>you'll sing the same section. As we read and sing, I'll use the pointer to scoop words together into phrases. First, it's my turn.</i></p> <p>Use the pointer to scoop phrases of the song while modeling singing both stanzas.</p> <p><i>Now we're going to echo sing. I'll sing two lines, then you sing those same two lines.</i></p> <p>Use a gesture to signal when it is the children's turn to sing. Echo sing both stanzas, two lines at a time.</p> <p>Build concepts of print.</p> <p><i>This song has stanzas, which are the chunks of text in poems and songs. They help us know when to pause. Show me on your fingers how many stanzas this poem has.</i></p> <p>Indicate separate lines.</p> <p><i>These are the lines of the song. The line breaks also help us know when our voices should pause so we can read and sing with expression.</i></p> <p>Revisit a few lines to model expressive reading and scooping phrases with a pointer.</p> <p>Point out the contractions (do not teach the concept for mastery at this point).</p> <p><i>The word "you'll" is a contraction, which means that two words—"you" and "will"—have been pushed together with the help of this apostrophe [point to apostrophe]. Do you see another contraction in the song? How do you know it's a contraction?</i></p> <p>Establish a Choral Reading routine.</p> <p><i>Now let's sing both stanzas together. We will sing chorally. Chorally means we do it all together.</i></p> <p>Select one child to stand and point as the class sings in unison. Guide the child to scoop phrases appropriately.</p>
<p><b>Closing</b> 1 min</p>	<p><i>You will continue to practice reading and singing this song at the Reading Station.</i></p>
<p><b>Standards</b></p>	<p><b>Standard R.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>R.1.1.a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>

	<p><b>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>R.12.1.b</b> Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>
<b>Ongoing Assessment</b>	<p>Listen to children as they respond to questions and discussion prompts. Do they identify beginning sounds in words?</p> <p>Listen to children echo and choral read. Do they sing with appropriate phrasing and expression?</p>
<b>Daily Practice</b>	<p>To reinforce fluency with this text, find five minutes each day for echo, choral, or paired reading.</p> <p>In paired reading, two readers sit side by side with text and either:</p> <ul style="list-style-type: none"> <li>● read aloud in unison, supporting each other to decode the text</li> <li>● take turns reading the full text, chiming in to support each other as needed</li> </ul> <p>Initially, paired reading should be practiced with an adult present at the station or in the teacher-led small group to support learning the routine. It is then released into the Reading Station without adult support. For more guidance on paired reading, such as how to create productive partnerships for reading, refer to the Shared Reading Introduction (Part 2: Components).</p>

**Notes**

Name \_\_\_\_\_

## **You'll Sing a Song and I'll Sing a Song**

by Ella Jenkins

You'll sing a song, and I'll sing a song,  
And we'll sing a song together.

You'll sing a song, and I'll sing a song  
In warm or wintry weather.

You'll hum a line, and I'll hum a line,  
And we'll hum a line together.

You'll hum a line, and I'll hum a line  
In warm or wintry weather.