

## Unit 4: Communicating with Sound and Light

### WEEK 4

#### Shared Reading “Golden Sun”

<b>Weekly Question</b>	What is light?!
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper and markers Write out the poem for whole group reading.</li><li>● “Golden Sun” slides</li><li>● pointer</li><li>● highlighter tape (optional)</li></ul>
<b>Opening</b> 1 minute	<p><i>Our Shared Reading text this week is a poem called “Golden Sun” by Elenor Hetrick.</i></p> <p><i>Before we read the poem, we’ll do some work with letters and sounds.</i></p>
<b>Phonological Awareness</b> 6 minutes	<p>Review the Foundations vowel sounds poster and the vowel teams poster.</p> <p>Blend sounds to make a word. <i>We are going to blend sounds together to make a word that we will learn more about.</i></p> <p><i>Listen to these sounds: /s/ /ŭ/ /n/ /r/ /ī/ /z/. Say and tap the sounds. What’s the word? (sunrise)</i> <i>What vowel sounds do you hear? (u) (long i)</i> <i>You noticed that this word has two vowel sounds because it has two syllables. If we break it up we hear the word “sun” and the word “rise”. We practiced words like this last week! Let’s try another.</i></p> <p><i>Listen to these sounds: /ī/ /n/ /v/ /ī/ /t/. Let’s say and tap the sounds. What’s the word? (invite)</i> <i>What vowels do you hear? (short and long i)</i></p>

	<p>Segment sounds and substitute the initial blend.  <i>The word is “plant.”</i>  <i>What sounds do you hear in the word?</i>  <i>How many sounds?</i>  <i>What word do we get if we take out the /pl/ blend and replace it with /gr/?</i></p> <p>Isolate and listen for r-controlled vowels.  <i>I’m going to say a word, then you tell me where you hear the r-controlled vowel.</i></p> <p><i>The first word is “bird.” Say the word.</i>  <i>Where do you hear the r-controlled vowel? (the second sound)</i></p> <p><i>The next word is “flower.” Say the word.</i>  <i>Where do you hear the r-controlled vowel? (the fourth sound)</i>  <i>How many syllables does the word “flower” have?</i></p> <p>Delete and substitute syllables and phonemes.  <i>Now we will delete, or take out, and change sounds in words.</i></p> <p><i>The first word is “golden.” If we delete the second syllable, “en”, what word do we have left? (gold)</i></p> <p><i>The next word is “sunshine.” If we delete the first syllable, “sun,” what do we have left? (shine)</i></p> <p><i>The word is shine. If we change the /sh/ to /m/, what’s the new word? (mine)</i></p> <p><i>The word is mine. If we change the /ɪ/ to /ō/, what’s the new word? (moan)</i></p>
<p><b>Shared Reading</b> 8 minutes</p>	<p>Model reading the full poem while tracking the print.  <i>As we read today, think about what you know about compound words to help us understand words with more than one syllable.</i></p> <p>Echo read the poem stanza by stanza while children track the text.</p> <p>Connect the poem to unit content.  <i>Our weekly question this week is “What is light?” The sun is our biggest source of light on Earth! How does the poet feel about light? What makes you think that?</i></p>

	<p><i>What does the poet mean by “All must depend on you?”</i></p> <p>Identify multisyllabic words.</p> <p><i>Let’s look at the word “golden” in our poem. This word is called a <b>multisyllabic</b> word—that means it has more than one syllable: gol - den. The word is broken here, between the two consonants.</i></p> <p><i>Now you break a word: yellow. (yel - low).</i></p> <p>Continue to chorally read the poem for fluency practice.</p>
<p><b>Closing</b> 5 minute</p>	<p><i>You will continue to practice reading the poem “Golden Sun” in the Reading Station.</i></p>
<p><b>Standards</b></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.2.1.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>R.3.1.b</b> Decode regularly spelled one-syllable words.</p> <p><b>R.3.1.c</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>R.3.1.e</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>R.3.1.f</b> Read words with inflectional endings.</p> <p><b>R.12.1.a</b> Read various on-level text with purpose and understanding.</p> <p><b>R.12.1.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><b>Ongoing Assessment</b></p>	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend and segment phonemes?</p> <p>Do children isolate r-controlled vowel sounds?</p> <p>Do children break words into syllables?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p>
<p><b>Daily Practice</b></p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> <li>● With teacher dictation, children use cubes or chips to break apart</li> </ul>

	<p>multisyllabic words. For example: The word is rainbow; take away “rain,” what is left? (bow). The word is eating, take away “ing”, what is left? (eat)</p> <ul style="list-style-type: none"><li>● With teacher dictation, children use cubes or chips to break apart multisyllabic words. For example: The word is reflect; change the /r/ to /d/, what is the new word? (deflect).</li><li>● With teacher dictation, children use letter tiles or write with markers on whiteboards to build multisyllabic words. (golden, mistake, explode, tadpole, cupcake)</li></ul>
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