

WEEK 5

Shared Reading
“Harbor Animals”

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| Weekly Question | How do animal babies survive? |
| Materials and Preparation | <ul style="list-style-type: none">● chart paper and markers Write out the poem for the whole group reading.● “Harbor Animals” slides● pointer● highlighter tape (optional) |
| Opening 1 minute | <p><i>This week we are learning about animal parents and their offspring, or babies.</i></p> <p><i>Our Shared Reading text this week is a poem called “Harbor Animals.”</i></p> <p><i>Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p> |
| Phonological Awareness 6 minutes | <p>Isolate and identify sounds.</p> <p><i>We have been learning about the suffix -s. Remember that sometimes this suffix sounds like /s/ and sometimes it sounds like /z/. A lot of times, the suffix -s goes with nouns to make the base word plural. The suffix -s can also go with a verb, an action that someone does, to show that someone is doing something. For example, I wouldn’t say, “She walk to school.” I would say “She walk<u>s</u> to school.”</i></p> <p><i>What initial sound do you hear in “locks?”</i> <i>What sound of the suffix -s do you hear?</i> <i>I can use the verb “locks” in a sentence: She locks the door.</i> <i>Locks can also be the plural form of the noun “lock,” the part of the door that keeps it shut tight.</i></p> <p><i>What initial sound do hear in “quits?”</i></p> |

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| | <p><i>What sound of the suffix -s do you hear?</i></p> <p>Blend sounds to make a word. <i>We are going to blend sounds together to make a word that we'll see in our text.</i></p> <p><i>Listen to these sounds: /s/.../w/... /i/... /m/.../z/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let's tap and blend together. What's the word? [swims]</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "shuts" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds.</i> <i>/sh/.../u/.../t/.../s/.</i></p> <p><i>What sound of the suffix -s do you hear?</i> <i>What digraph do you notice?</i></p> <p><i>Say "kicks" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds.</i> <i>/k/ ... /i/.../k/ ... /s/</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "sandpiper?" 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.</i></p> <p><i>How many syllables do you hear in the word "clamshell?" 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.</i></p> |
| <p>Shared Reading 12 minutes</p> | <p><i>In our poem today, we will learn about some baby animals. A baby sandpiper is called a peep and a baby turtle is called a hatchling.</i></p> <p>Model reading the poem on the chart paper, pausing after the initial prepositional phrase of each stanza.</p> |

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| | <p>Invite children to echo read the first two stanzas of the poem. Before children read chorally, point out multisyllabic words like “sandpiper” and “clamshell.”</p> <p>Invite children to chorally read the poem, slowing down the pointer to allow children to decode words such as “swims,” “dives,” “runs,” and “races.”</p> <p>Connect the poem to unit content. <i>What’s one thing a baby animal does in this poem?</i></p> <p>Highlight high frequency words. <i>Which high frequency words that you know do you see in this song?</i></p> <p>Select one child to stand and point as the class chorally reads one more time.</p> |
| <p>Closing 1 minute</p> | <p><i>You will continue to practice reading this poem in the Reading Station.</i></p> |
| <p>Standards</p> | <p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words. R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends. R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). R.3.1.b Decode regularly spelled one-syllable words. R.12.1.a Read various on-level text with purpose and understanding. L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> |
| <p>Ongoing Assessment</p> | <p>Listen to children as they respond to questions and discussion prompts. Do children blend phonemes? Do children segment phonemes? Can children read words with the suffix -s?</p> <p>Listen to children chorally read. Do children read with appropriate phrasing and expression?</p> |
| <p>Daily Practice</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> |

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| | <ul style="list-style-type: none">● Children take dictation on whiteboards with words spelled with glued sounds and both nouns and verbs ending with suffix -s.● With teacher dictation, children use letter tiles, or write with markers on whiteboards, to build single syllable cvc, cvcc, or ccvc basewords by changing the initial, final, or medial sounds.● Children add the suffix -s to basewords to form plural words and to make subject-verb agreement. |
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Notes