

Unit 1: Building Strong Communities

WEEK 6

Shared Reading
Excerpt from “Books”

Weekly Question	How can we create positive change in our communities?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem excerpt for the whole class reading.● “Books” slides● pointer● highlighter tape (optional)
Opening 2 min	<p><i>Our shared reading text this week is a part of a poem by Eloise Greenfield called “Books.”</i></p> <p><i>Before we read it, we’ll review digraphs, and then we’ll practice identifying, blending, and segmenting sounds.</i></p> <p>Review digraph large sound cards -ck, -ch, -sh, -th, -wh by following the Foundations sound card drill.</p>
Phonological Awareness 6 min	<p>Isolate and identify sounds. (Do not show the text.) <i>What beginning sound do you hear in “chair?”</i></p> <p>Blend sounds to make words. <i>We are going to blend sounds together to make words that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /c/... /ou/... /ch/. 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?</i></p> <p><i>What ending sound do you hear?</i></p>

	<p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "back" 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. /b/.../ɑ̃/.../k/</i></p> <p><i>What ending sound do you hear?</i></p>
<p>Shared Reading 11 min</p>	<p>Model reading the poem while scooping phrases with a pointer.</p> <p>Invite children to chorally read the poem. Slow down the pointer at cvc/cvcc words such as "bed, "bunk," and "back" to allow children time to decode.</p> <p>Connect to the song to unit content. <i>How does the poet feel about books? How do you know?</i></p> <p>Identify target spelling patterns. <i>What words do you see spelled with digraphs?</i></p> <p>Mark the words with digraphs with a yellow marker or highlighter tape.</p> <p>Invite one child to stand and point as the class chorally reads the poem. Add hand gestures and body movements when possible, such as for "lean," "curl," and "read."</p>
<p>Closing 1 min</p>	<p><i>You will continue to practice reading this poem at the Reading Station.</i></p>
<p>Standards</p>	<p>R.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.12.1.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>

<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do they identify digraph sounds as well as spelling? Do they blend phonemes? Do they segment phonemes?</p> <p>Listen to children echo and choral read. Do they 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> <ul style="list-style-type: none"> ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build or write single syllable words with digraphs by changing the initial, final, or middle sounds. For example: back→ bash→ bath. ● Children identify high frequency words in the poem.

Notes



Name _____

Books

excerpt from the poem

by Eloise Greenfield

I want to
Lie down on my bunk bed
Lean back in my chair
Curl up on the couch
And every old where
And read
More
books!