

## Unit 4: Communicating with Sound and Light

### WEEK 6

#### Shared Reading “The Lighthouse”

<b>Weekly Question</b>	How do people use 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>● “The Lighthouse” slides</li><li>● pointer</li><li>● highlighter tape (optional)</li><li>● <a href="https://www.youtube.com/watch?v=YPgEjVJ810I">Portland Bill Lighthouse and foghorn at night</a> video (https://www.youtube.com/watch?v=YPgEjVJ810I)</li><li>● projector and screen</li></ul>
<b>Opening</b> 1 minute	<p><i>Our Shared Reading text this week is a poem called “The Lighthouse,” which is modified—changed slightly—from a poem written by CJ Heck.</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>Let’s listen to these sounds and blend them together to think of what the word is.</i> <i>The sounds are /ī/.. /l/.. /an/.. /d/.. What’s the word? (island)</i> <i>The sounds are /b/.. /ī/.. /l/.. /t/.. What’s the word? (built)</i> <i>The sounds are /ū/.. /p/.. /ō/.. /n/ . What’s the word? (upon)</i></p> <p>Segment sounds and substitute final blend. <i>The word is “still.” How many sounds do we hear in the word? (4)</i> <i>What word do we get when we substitute the ending bonus letters -ll with -ff? (stiff)</i></p>

	<p><i>The word is "stiff." How many sounds do we hear? (4)</i>  <i>What word do we get when we substitute the beginning blend -st with -sn? (sniff)</i></p> <p>Isolate and listen for long vowels.  <i>The word is "day." Where do you hear the long vowel /a/? (last)</i>  <i>The word is "light." Where do you hear the long vowel /i/? (middle)</i>  <i>The word is "home." Where do you hear the long vowel /o/? (middle)</i>  <i>The word is "spray." Where do you hear the long vowel /a/? (last)</i></p> <p>Add plural -s to multisyllabic words.  <i>The word is "boulder." When we add plural -s to the end, what is the new word? (boulders)</i></p> <p><i>The word is "sailboat." When we add plural -s to the end, what is the new word? (sailboats)</i></p> <p><i>The word is "seagull." When we add plural -s to the end, what is the new word? (seagulls)</i></p> <p>Delete and substitute phonemes.  <i>The word is "high." When we delete the first sound /h/, what word do we have left? (I)</i></p> <p><i>The word is "wings." When we delete the final sound /s/, what word do we have left? (wing)</i></p> <p><i>The word is "notes." When we substitute the first sound with /b/, what's the new word? (boats)</i></p> <p><i>The word is "they." When we substitute the ending sound with /em/, what's the new word? (them)</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, use what you know about compound words, and look for plural -s in the poem.</i></p> <p>Echo read the full poem while tracking the print. Model expression, and emphasize words that will help children understand the meaning of the poem. Use fluency to support comprehension.</p> <p>Connect the poem to unit content.</p>

	<p><i>Our weekly question this week is, How do people use light? One of the ways that people use light is in a lighthouse. How does the poet describe this lighthouse? What do we know about it?</i></p> <p><i>What does the poet mean by “upon the tall lighthouse, who’s asleep during the day?”</i></p> <p><i>How does the poet feel about the lighthouse? What makes you think that?</i></p> <p>Identify and review key letter-sound relationships.  <i>As we are reading today, notice the compound words: two words put together to make a new word. Let’s find them in our poem. (anymore, seagull, sailboat, lighthouse)</i></p> <p>Chorally read the poem multiple times for fluency practice.</p>
<p><b>Closing</b> 5 minute</p>	<p><i>You will continue to practice reading the poem “The Lighthouse” in the Reading Station. Let’s watch a video of what a lighthouse looks like in real life.</i></p> <p>Show the video.</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 engage in phonemic awareness activities.</p> <p>Do children blend and segment phonemes?</p> <p>Do children isolate long vowels?</p> <p>Do children substitute sounds?</p> <p>Listen to children chorally read.</p>

	<p>Do children read with appropriate phrasing and expression? Do children use the correct intonation for punctuation?</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 delete compound words. For example: <i>sailboat - boat = sail, upon - on = up, seagull - gull = sea, lighthouse - house = light, anymore - any = more</i></li> <li>● With teacher dictation, children use letter tiles or write with markers on whiteboards to build compound words with plural s. (sailboats, seagulls, lighthouses)</li> </ul>

**Notes**