

WEEK 7

Shared Reading
“Going to the Zoo”

Weekly Question	How do people impact animals’ survival?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the song for whole group reading.● “Going to the Zoo” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>This week we are learning about how people impact animals’ survival. One of the ways that people impact animals is by keeping and studying them in zoos.</i></p> <p><i>Our Shared Reading text this week is a song called “Going to the Zoo,” which might be a familiar song to you. This version is sung to the same tune as the familiar Raffi song, but with some different lyrics. Before we read and sing it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Isolate and identify sounds. <i>We have been learning about glued sounds. What are some glued sounds we’ve learned about?</i></p> <p>Invite children to share sounds. Then use the large sound cards to review glued sounds /onk/, /ank/, /ink/, and /unk/.</p> <p><i>What initial sound do you hear in “bonk”?</i> <i>What glued sound do you hear?</i></p> <p><i>What initial sound do you hear in “sunk”?</i> <i>What glued sound 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: /l/.../ong/. Now say and tap the sounds; then blend them.</i></p> <p><i>How many sounds are there? Let's tap and blend together. Remember that glued sounds are tapped with three fingers at once. What's the word? [long]</i></p> <p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "pink" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Now let's say each sound slowly while we all tap the sounds, using three fingers for the glued sound. /p/.../ink/</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "swinging?" Let's say it and feel the chin drops. Now say and clap the word. Show me on your fingers the number of syllables.</i></p>
<p>Shared Reading 12 minutes</p>	<p><i>Based on the title, I can see that this song is about going to the zoo.</i></p> <p>Model singing the song displayed on the chart paper.</p> <p>Invite children to echo read the song, stanza by stanza. Then invite children to chorally read the full song, slowing down the pointer to allow children to decode words such as "trunk," "sniffing," "muck," "honk," as well as other ccvc/cvcc words and words with glued sounds.</p> <p>Identify and highlight words in the poem with glued sound. <i>Which words in this poem have glued sounds?</i></p> <p>Connect the poem to unit content. <i>What are these animals at the zoo doing?</i> (Interesting fact: Flamingos' feathers are pink because of their primary food, shrimp.)</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, or focus on one stanza at a time to practice as a class.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading and quietly singing this song in the Reading Station.</i></p>

Standards	<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.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend phonemes?</p> <p>Do children segment phonemes?</p> <p>Can children read words with glued sounds?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p>
Daily Practice	<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"> ● Children take dictation on whiteboards with words spelled with glued sounds and words ending with the suffix -s. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with glued sounds by changing the initial, medial, or final phonemes. For example, sing→ ring→ rang→ bang ● Children add suffix -s to base words to form plural words and to make subject-verb agreement.

Notes
