

Unit 4: Communicating with Sound and Light

WEEK 7

Shared Reading
“Garrett Morgan”

Weekly Question	How do inventors and innovators make a difference?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem for whole group reading.● “Garrett Morgan” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a poem titled “Garrett Morgan;” it’s modified from a poem written by Vicki Hall titled “Inventions in Black.” Garrett Morgan was an inventor one hundred years ago. As we read this poem, we’ll find out what he invented!</i></p> <p><i>Before we read the poem, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Blend sounds to make a word. <i>Let’s listen to these sounds and blend them together to think of the word they make.</i> <i>The sounds are /l/ /ī/ /t/ /s/. What’s the word? (lights)</i> <i>The sounds are /p/ /l/ /an/. What’s the word? (plan)</i> <i>The sounds are /k/ /ĕ/ /p/ /t/. What’s the word? (kept)</i></p> <p>Segment sounds and substitute the medial vowel sound. <i>The word is “green.” How many sounds do we hear in the word? (4)</i> <i>What word can we make when we substitute the vowel sound /ē/ with /ō/? (groan)</i></p> <p><i>The word is “bikes.” How many sounds do we hear? (4)</i> <i>What word can we make when we substitute the vowel sound /ī/ with /ā/? (bakes)</i></p>

	<p><i>The word is "lots." What word can we make when we substitute the vowel sound /ɒ/ with /ă/? (lats)</i></p> <p>Delete and substitute syllables.</p> <p><i>The word is "invent." When we delete the second syllable (vent), what do we have left? (in)</i></p> <p><i>The word is "plenty." When we delete the first syllable (plen), what do we have left? (tee)</i></p> <p><i>The word is "between." When we substitute the second syllable with /hind/ what's the new word? (behind)</i></p> <p>Delete and substitute phonemes.</p> <p><i>The word is "stop." When we delete the first sound, /s/, what do we have left? (top)</i></p> <p><i>The word is "cars." When we delete the final sound, /s/, what do we have left? (car)</i></p> <p><i>The word is "hand." When we substitute the first sound with the sound /b/, what's the new word? (band)</i></p> <p><i>The word is "flow." When we substitute the ending sound with /ī/, what's the new word? (fly)</i></p>
<p>Shared Reading 8 minutes</p>	<p>Read the full poem while tracking the print.</p> <p>Then echo read the full poem while tracking the print. Model expression and emphasize on words that will help children understand the meaning of the poem. Use fluency to support children’s comprehension.</p> <p>Connect the poem to unit content.</p> <p><i>Based on the details in the poem, what did Garrett Morgan invent? [the traffic light with three colors] How do you know?</i></p> <p>Identify words and phrases in the text that provide that information.</p> <p><i>What do we learn from this poem about what life was like one hundred years ago, in the 1920s?</i></p>

	<p><i>Our weekly question this week is, How do inventors and innovators make a difference? How did Garrett Morgan help make a difference?</i></p> <p>Identify and review key letter-sound relationships. <i>As we read the poem again, look for words that end with -es.</i> Together with the children, identify one example before reading. (dresses, messes) <i>When we need a plural noun (more than one of something) that already ends in -s, we add -es. Signal when you find another one.</i></p> <p>Chorally read the poem again for fluency practice. Scoop the phrases to support children with prosody.</p>
<p>Closing 5 minute</p>	<p><i>You will continue to practice reading the poem “Garrett Morgan” 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.3.1.c Know final -e and common vowel team conventions for representing long vowel sounds. R.3.1.e Decode two-syllable words following basic patterns by breaking the words into syllables. R.3.1.f Read words with inflectional endings. R.12.1.a Read various on-level text with purpose and understanding.</p>
<p>Ongoing Assessment</p>	<p>Listen to children through the lesson as they read. Do children blend and segment phonemes? Do children break words into syllables? Do children substitute syllables correctly? Do children substitute sounds?</p> <p>Listen to children chorally read. Do children read with appropriate phrasing and expression? Do children use the correct intonation for punctuation?</p>
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p>

Possible extensions in small or whole group:

- With teacher dictation, children use cubes or chips to change words into plural with -es. For example: dress-->dresses, mess-->messes, quiz-->quizzes, toss-->tosses, wax-->>waxes, box-->boxes. Focus on where the -es would orally be added by using elkonin boxes. Demonstrate that only one sound is added with these two letters.
- With teacher dictation, children use letter tiles or write with markers on whiteboards to build plural -es words. Focus on the spelling of words with -es ending. For examples, see words above.

Notes