

Unit 1: Building Strong Communities

WEEK 8

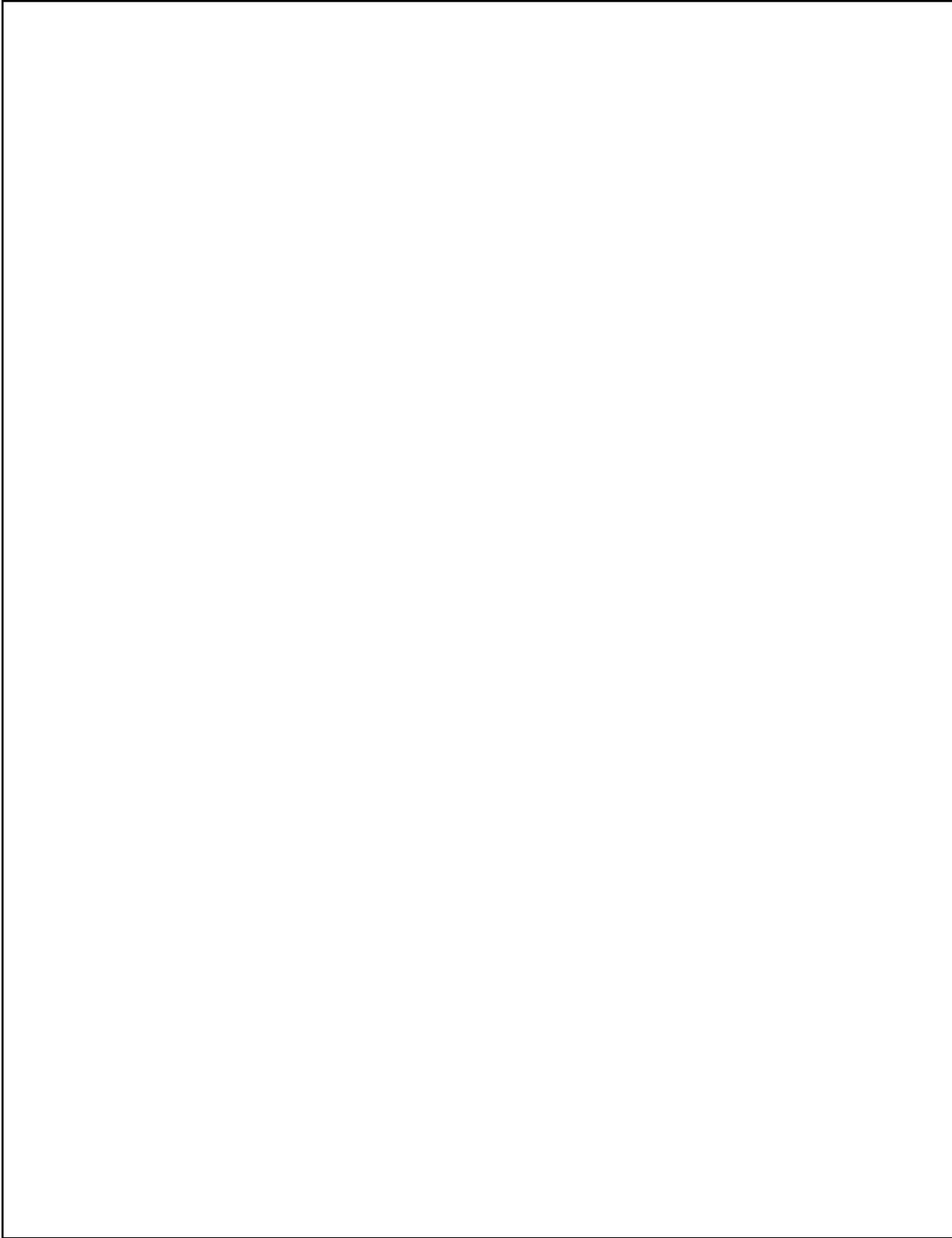
Shared Reading “Friends Together”

Weekly Question	What is a community?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the song for whole group reading.● “Friends Together” slides● pointer● highlighter tape (optional)
Opening 1 min	<p><i>Our shared reading text this week is a song called “Friends Together.” You might know the tune already.</i></p> <p><i>Before we read and sing it we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 min	<p>Isolate and identify sounds. (Do not show the text.)</p> <p><i>What ending sound do you hear in “mess?”</i></p> <p><i>What ending sound do hear in “tell?”</i></p> <p><i>What vowel sound do you hear in both of those words?</i></p> <p>Blend sounds to make words.</p> <p><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: /t/... /o/... /s/. 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? (toss)</i></p>

	<p><i>What vowel sound do you hear?</i></p> <p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "fun" 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. /f/.../u/.../n/</i></p> <p><i>What vowel sound do you hear?</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "together?" Let's say it and feel the chin drops. Now say and clap the word, then show me on your fingers the number of syllables.</i></p>
<p>Shared Reading 12 min</p>	<p>Highlight the target spelling pattern. <i>In our song today you'll notice some words with bonus letters, a spelling rule we are learning about in Foundations. When an s, f, or l is on the end of a word, we double those letters! See if you notice bonus letters in our song.</i></p> <p>Model singing the first two lines to the tune of "Mary Had a Little Lamb," scooping phrases with a pointer.</p> <p>Invite children to chorally sing the remainder of the song, slowing down the pointer to allow children to decode words such as "toss," "ball," "tell," and "mess."</p> <p>Connect the song to unit content. <i>What's does this song have to do with the idea of a community?</i></p> <p>Identify target spelling patterns. <i>What words do you see spelled with bonus letters?</i></p> <p>Mark the target spelling pattern with yellow marker or highlighter tape or mark with a star as taught in the Foundations bonus letters marking routine.</p> <p><i>What 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 sings.</p>
<p>Closing 1 min</p>	<p><i>You will continue to practice reading and singing this song at 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.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>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do they identify “bonus letters” (double final consonants)?</p> <p>Do they blend phonemes?</p> <p>Do they segment phonemes?</p> <p>Listen to children echo and chorally read.</p> <p>Do they 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 bonus letters. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable cvc, cvcc, or ccvc words by changing the initial, final, or middle sounds.

Notes



Name _____

Friends Together

Will you be a friend with me, friend with me, friend with me?
Will you be a friend with me and have some fun together?

Will you be a friend with me and toss a ball together?
Will you be a friend with me and make some art together?

Will you be a friend with me and make a mess together?
Will you be a friend with me and tell some jokes together?

Will you be a friend with me, friend with me, friend with me?
Will you be a friend with me and have some fun together?