

WEEK 8

Shared Reading
“Hollow Tree Song”

Weekly Question	How are people and animals interconnected?
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Write out the song for whole group reading. ● “Hollow Tree Song” slides ● pointer ● highlighter tape (optional)
Opening 1 minute	<p><i>This week we are learning about how about people and animals are interconnected. Both people and animals use things in the natural world—like a hole in a tree. Hollow means empty, with nothing inside. Our Shared Reading text this week is a song called “Hollow Tree Song.”</i></p> <p>Show the title slide.</p> <p><i>It’s about how animals might use a hollow, or empty, tree.</i></p> <p><i>This song is sung to the tune of the song “Kookabura” but has different words. 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.</p> <p><i>We have been learning about glued sounds. What are some glued sounds we’ve learned about?</i></p> <p>Use the large sound cards to review glued sounds /ang/, /ong/, /ing/, /ink/, /ank/, /unk/. Today we’ll hear and see some words with glued sounds and the suffix -s.</p> <p><i>What initial sound do you hear in “tank”?</i> <i>What glued sound do you hear?</i></p> <p><i>What initial sound do you hear in “winks”?</i> <i>What glued sound do you hear?</i> <i>What suffix is on the end of the word?</i></p> <p>Blend sounds to make a word.</p>

	<p><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/.../ink/.../s/. 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? [links]</i></p> <p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word. Say "hangs" 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. /h/... /ang/... /s/.</i></p> <p>Determine syllables.</p> <p><i>How many syllables do you hear in the word "woodpecker?" Let's say it and feel the chin drops. Now say it and clap the word, then show me on your fingers the number of syllables.</i></p>
<p>Shared Reading 12 minutes</p>	<p>Model singing the song fluently and at an easy pace, following on the chart or slides.</p> <p>Invite children to echo read or sing the song, verse by verse. Then invite children to chorally read or sing the full song, slowing down the pointer to allow children to decode words such as "hangs," "links," "yank," "chipmunk" and other words with glued sounds.</p> <p>Identify and highlight words in the poem with glued sounds. <i>What words in this poem have glued sounds?</i></p> <p>Connect the poem to unit content. <i>What are some ways that animals use hollow tree?</i></p> <p>Highlight high frequency words. <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 reads or sings one more time, or focus on one verse at a time to practice as a class. Use children's names in the last verse.</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>

<p>Standards</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.a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.3.1.c Know final -e and common vowel team conventions for representing long vowel sounds.</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.3.1.e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>R.3.1.f Read words with inflectional endings.</p> <p>R.3.1.g Recognize and read grade-appropriate irregularly spelled words.</p>
<p>Ongoing Assessment</p>	<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>
<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"> ● Children take dictation on whiteboards with words spelled with glued sounds and words ending with 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 basewords to form plural words and to make subject-verb agreement.

<p>Notes</p>

