

Unit 4: Communicating with Sound and Light

WEEK 8

Shared Reading
“With My Own Two Hands”

Weekly Question	How do new ideas contribute to our community?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the song for whole group reading.● “With My Own Two Hands” slides● Ben Harper - With My Own Two Hands video, for teacher reference● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a song called “With My Own Two Hands” by Ben Harper. We’ll think about how this song connects to all of our learning this year in first grade.</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>Review the Foundations vowel sounds poster and the vowel teams poster.</p> <p>Blend sounds to make a word. <i>The sounds are /w/ /er/ /l/ /d/. What’s the word? (world)</i> <i>The sounds are /p/ /ē/ /s/. What’s the word? (peace)</i> <i>The sounds are /g/ /ŭ/ /n/ /ă/. What’s the word? (gonna)</i></p> <p>Explain to children that “gonna” is informal, social English for “going to.” <i>The sounds are /h/ /ū/ /m/ /an/. What’s the word? (human)</i></p> <p>Segment sounds and substitute final blend. <i>The word is shelf. How many sounds do we hear in the word? (4)</i> <i>What word do we get when we substitute the ending sound /f/ with /l/?(shell)</i></p> <p><i>The word is shell. How many sounds do we hear? (3)</i></p>

	<p><i>What word do we get when we substitute the ending sound -ll with -d? (shed)</i></p> <p>Isolate and add inflectional ending -er. <i>The word is safe. When we add the -er ending, what's the new word? (safer)</i> <i>The word is bright. When we add the -er ending, what's the new word? (brighter)</i> <i>The word is bet. When we add the -er ending, what's the new word? (better)</i> <i>The word is kind. When we add the -er ending, what's the new word? (kinder)</i></p> <p>Delete and substitute syllables. <i>The word is "brighter." When we delete the second syllable (er), what do we have left? (bright)</i></p> <p><i>The word is "human." When we delete the first syllable (hu), what do we have left? (man)</i></p> <p><i>The word is "better." When we substitute the second syllable to /ing/ what's the new word? (betting)</i></p> <p>Delete and substitute phonemes. <i>The word is "safer." When we delete the last sound /r/ what word do we have left? (safe)</i></p> <p><i>The word is "hand." When we delete the first sound /h/, what word do we have left? (and)</i></p> <p><i>The word is "earth." When we substitute the first sound to /w/, what's the new word? (worth)</i></p> <p><i>The word is "make." When we substitute the ending sound to /d/, what's the new word? (made)</i></p>
<p>Shared Reading 8 minutes</p>	<p>Read the full poem while tracking the print.</p> <p>Echo read the full poem while tracking the print. Model expression and place emphasis 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>Our weekly question this week is, How do new ideas contribute to our community? What are some ways the song writer suggests for people to contribute to communities?</i></p> <p><i>What is the message of the song? How does this connect to our learning about inventors and innovators?</i></p> <p>Identify and review key letter-sound relationships. <i>As we read today, use what you know about suffixes to find words that end with -er! (brighter, kinder, better, safer)</i></p> <p>Continue to chorally sing the poem for fluency practice using the music.</p>
<p>Closing 5 minute</p>	<p><i>You will continue to practice reading the poem “With My Own Two Hands” in the Reading Station.</i></p>
<p>Standards</p>	<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4a. Read grade-level text with purpose and understanding.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do children blend and segment phonemes? Do children add the suffix -er? Do children break words into syllables? Do children substitute syllables correctly? Do children substitute sounds? Listen to children chorally read. Do children read with appropriate phrasing and expression? Do children use the correct intonation for punctuation?</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">● With teacher dictation, children use cubes or chips to change endings in words: (safe-->safer, kind-->kinder, bright-->brighter, light-->lighter, bet-->better)● With teacher dictation, children use letter tiles or write with markers on whiteboards to build words above.
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Notes