

Unit 4: Communicating with Sound and Light

WEEK 1

Shared Reading “Tapping Tate”

Weekly Question	What is sound?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem for whole group reading.● “Tapping Tate” slides, including “Sesame Street: Savion Glover Rhymes and Taps” video (https://www.youtube.com/watch?v=c360ztXHIXc)● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a poem called “Tapping Tate.”</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. 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: /m/.../ā/.../k/. Say and tap the sounds. How many sounds do you hear? What’s the word? What vowel sound do you hear? When we see this word, “make,” in the text, pay attention to how it’s spelled.</i></p> <p>Segment sounds and substitute initial sounds. <i>The word is “hound.” What sounds do you hear in the word? What word do we get if we change the first sound to /s/? What about /f/?</i></p>

	<p>Isolate and substitute medial vowels. <i>I'm going to say a word, then you tell me the vowel sound you hear.</i></p> <p><i>The first word is "skate." Say the word. What vowel sound do you hear?</i></p> <p><i>Now let's change the word. The new word is "scoot." What sound changed in the word? What vowel sound do you hear? What sounds stayed the same?</i></p>
<p>Shared Reading 10 minutes</p>	<p>Model reading the full poem while tracking the print. <i>As we read today, use what you know about blends and vowel sounds.</i></p> <p>Chorally read the full poem while tracking the print.</p> <p>Connect the poem to unit content. <i>Our weekly question is, What is sound? What does this poem tell us about sound?</i></p> <p>Identify and review key letter-sound relationships. <i>We blended the word "make" earlier. Why is the e on the end of this word so important? What would happen without it?</i></p> <p>Find the word in the poem. <i>What other words in this poem have the long vowel sound spelled with the v-e rule? [strikes, whole] What words have long vowel sounds spelled with a vowel team? [feet, neat, beat, sweet]</i></p> <p>Continue to chorally read the poem for fluency practice. Because the poem is mostly decodable, allow children's voices to carry the shared read.</p>
<p>Closing 4 minute</p>	<p><i>You will continue to practice reading the poem "Tapping Tate" in the Reading Station.</i></p> <p><i>Let's see an example of a tap dancer! Savion Glover is a famous tap dancer, and many years ago when he was a kid he appeared on Sesame Street. Let's watch!</i></p> <p>Watch the video, and invite children to chime in with rhyming words. <i>What are some of the sounds Savion makes with his body? How can we describe these sounds?</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.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.12.1.a Read various on-level text with purpose and understanding.</p> <p>R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <ul style="list-style-type: none"> Do children blend and segment phonemes? Do children isolate medial vowels? Do children distinguish vowel types? <p>Listen to children chorally read.</p> <ul style="list-style-type: none"> Do children read with appropriate phrasing and expression?
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 letter tiles or write with markers on whiteboards to change single syllable words with a short vowel to words with the long vowel v-e rule using a chaining routine. (i.e. cap→ cape) ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words the v-e rule using a chaining routine to change initial or ending phonemes. (i.e. cape→ tape→ take→lake→ like)

Notes