

WEEK 4

Shared Reading

<p align="center">“Who Fed the Chickens?” modified from the song by Ella Jenkins; listen here</p>		
<p>Standards: RF.K.1d, RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3c</p>	<p>Who fed the chickens? I did!</p> <p>Who stacked the hay? I did!</p> <p>Who milked the cow? I did!</p> <p>On this fine day.</p>	<p>Who fed the chickens? We did!</p> <p>Who pet the kid? We did!</p> <p>Who brushed the llama? We did!</p> <p>On this fine day.</p>
<p>Session 1</p>	<p>Opening: <i>Today we will learn a song about farm animals. The title of the song is “Who Fed the Chickens?” Parts of this song repeat so you will be able to join me in singing it!</i></p> <p>Fluency: Teach the song by singing it in its entirety while tracking print with a pointer. Children will be able to chime in often.</p> <p>Meaning Making: <i>What were some of the things the farmers were doing in this song? How can we move our bodies like we are doing these jobs on the farm?</i></p>	

“Who Fed the Chickens?”

modified from the song by Ella Jenkins; [listen here](#)

Standards: RF.K.1d,
RF.K.2c, RF.K.2d, RF.K.3a,
RF.K.3c

Who fed the chickens?
I did!

Who stacked the hay?
I did!

Who milked the cow?
I did!

On this fine day.

Who fed the chickens?
We did!

Who pet the kid?
We did!

Who brushed the llama?
We did!

On this fine day.

Session 2

Fluency:

Play the song and sing over it. Invite a child to track the print with a pointer as you sing. Encourage children to do the movements from Session 1.

Print Concepts (sentences):

A sentence is a group of words that go together to make sense. We have practiced saying sentences and counting the words in them. Listen to this sentence and count the words in it “Who pet the kid?” How many words are in that sentence?

Phonological Awareness:

We can blend the first part and last part of a word together. I’m going to say a word by saying the first part and last part and you will listen carefully. When you know what word I’m saying, cross your arms.

Say “p--et” with a long pause in between.

Most of you are crossing your arms, what word do you have when you blend the parts “p--et” together? Pet!

Repeat the same exercise with the words “c--ow” and “f--ed”.

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RF.K.2c, RF.K.2d, RF.K.3a,
RF.K.3c

Who fed the chickens?
I did!
Who stacked the hay?
I did!
Who milked the cow?
I did!
On this fine day.

Who fed the chickens?
We did!
Who pet the kid?
We did!
Who brushed the llama?
We did!
On this fine day.

Session 3

Phonological Awareness:

Cover the print so that children do not see the print. Say the word “kid.”
Which sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?

Repeat the same exercise with the words “hay” and “llama”, as /h/, /k/, and /l/ are target sounds this week.

Fluency:

Show the print and invite children to sing along with the music.

Letter Knowledge:

The first letter of a word is on the left, we can find words that start with the same letter. Look at the words in the song, can you find two words that start with the same letter?

Invite children to highlight or circle the words and underline the first letters. If needed, invite a child to find a word that starts with Dd and then invite another child to find another word that starts with the same letter. [did/day, chickens/cow, the/this]

Word Recognition:

The word “we” is a new high frequency word in this song [show the word written on an index card].

Instead of making the e sound we’ve been practicing, /ē/, the e makes the long e sound, like this, /ē/ [demonstrate making the sound].

Extensions

Sentence practice:

Using interactive writing routines, invite children to share the pen in writing complete sentences using their names. Eg. “Tori pet the chickens.”

Onset rime practice:

Say a CVC word, and invite children to think of a new word with the same ending (rime) but a new initial sound.

What sounds like “pet” but begins with /l/?

Name: _____

Date: _____

Who Fed the Chickens?

Who fed the chickens?

I did!



Who stacked the hay?

I did!

Who milked the cow?

I did!

On this fine day.

Who fed the chickens?

We did!

Who pet the kid?

We did!

Who brushed the llama?

We did!

On this fine day.

Unit 2: Animals and Habitats

WEEK 4

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction	Dedicate the majority of Stations time to strategically targeted small group instruction.	
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (animals and habitats)
Pocket Chart	“The Lady with the Alligator Purse”	<ul style="list-style-type: none"> ● “The Lady with the Alligator Purse” written out on sentence strips ● pocket chart to accommodate sentence strips ● “The Lady with the Alligator Purse” on chart ● “The Lady with the Alligator Purse” child copies ● pointer ● drawing tools, optional
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 4 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>Swimmy</i> recording ● <i>Swimmy</i>, Leo Lionni ● conversation prompts, cut apart ● headphones (optional)
Writing	Life cycle texts to date	<ul style="list-style-type: none"> ● <i>From Tadpole to Frog, Frogs!</i>, <i>Fish is Fish</i>, <i>The Life Cycle of a Salmon</i>, <i>Swimmy</i> ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work	Sorting Ending Sounds and Letters (b, t, g, p)	<ul style="list-style-type: none"> ● Sorting Sheets, 5 copies ● Letter Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Letter / Sound Hunt (h, p, r, k, l, j)	<ul style="list-style-type: none"> ● Letter/Sound Hunt Sheets, 5 copies ● Letter Cards, 5 sets, cut apart
	Picture Match (l, h, k)	<ul style="list-style-type: none"> ● Picture Match grids, in sheet protectors ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards

Stations U2 W4

Talk Time Week 4



<https://www.vancourier.com/news/monterey-bay-makes-splash-as-captive-free-model-1.974620>



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Listening & Speaking Station: Talk Time U2 W4

Focus on K2 / K for ME | Boston Public Schools Department of Early Childhood P-2 / Maine Department of Ed

What can you learn from visiting an aquarium?
How else can you learn about life under water?

What can you learn from visiting an aquarium?
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What can you learn from visiting an aquarium?
How else can you learn about life under water?

Swimmy, Leo Lionni

How does Swimmy show care for his community?

Swimmy, Leo Lionni

How does Swimmy show care for his community?

Swimmy, Leo Lionni

How does Swimmy show care for his community?

Name: _____


Writing Station

Think about a life cycle we have been learning about. Choose one to write and draw about.
How do animals grow and change?


A large, empty rectangular box with a thin black border, intended for a student to draw and write about an animal's life cycle.

Writing Station U2 W4


Picture Match: Find pictures that have the same beginning sound as the picture in the center.

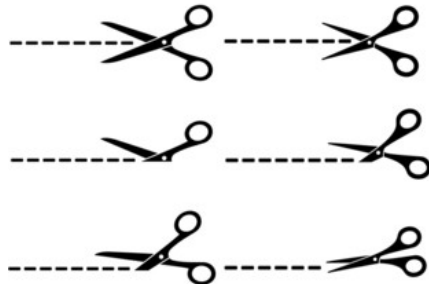
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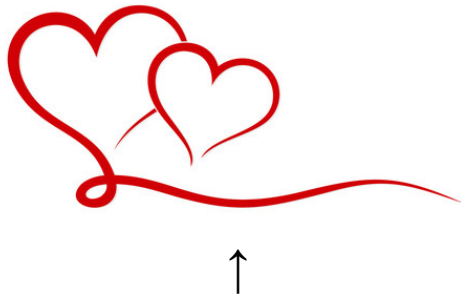
Picture Cards Set 1: Copy 5 sets. Cut apart and place one set in each envelope.



Picture Cards Set 2: Copy 5 sets. Cut apart and place one set in each envelope.



Picture Cards Set 3: Copy 5 sets. Cut apart and place one set in each envelope.



Word Bank Set 1

ladybug	hand	lollipop
hen	kiss	leg
cut	log	hill

Word Bank Set 2

cork	letters	hug
hijab	koala	light
kick	hay	lamb

Word Bank Set 3

lake	head	lips
list	hurt	cake
heart/love	hut	leaves

Letter/Sound Hunt Letter Cards (h, p, r, k, l, j)

H	h	K	k
P	p	J	j
R	r	L	l

Name: _____

Letter/Sound Hunt

I am looking for things that begin with the sound of the letter _____. This is what I found!

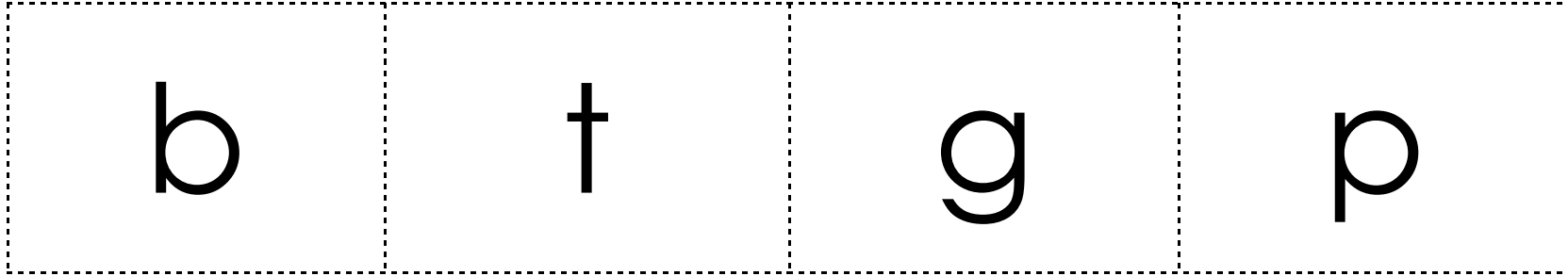
I am looking for things that begin with the sound of the letter _____. This is what I found!

Sorting Ending Sounds and Letters (b, t, g, p)

Place one letter at the top of each column. Find the pictures that have the same **ending** sound.

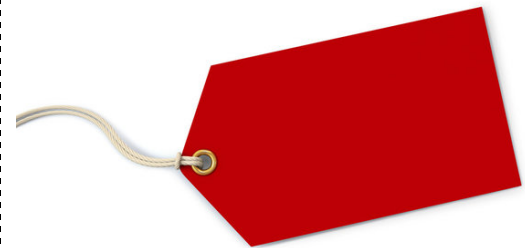
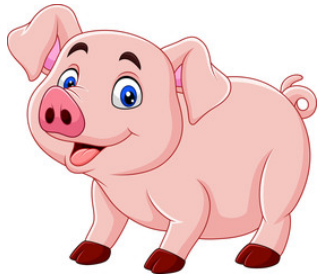
Sorting Ending Sounds and Letters (b, t, g, p)

Letter Cards: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



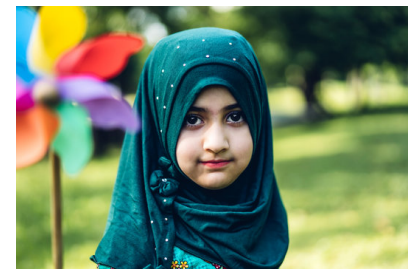
See the word banks at the end.

Picture Cards #1: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



Word Work Station U2 W4

Picture Cards #2 : Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



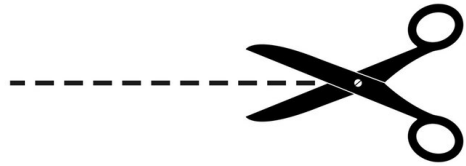
Word Work Station U2 W4

Picture Cards #3: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



Word Work Station U2 W4

Picture Cards #4: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



Word Work Station U2 W4

Word Banks

Card #1

log	leg	ladybug
pig	hug	wig
bag	egg	tag

Card #2

robe	crib	tub
crab	cab	cob
cub	bib	hijab

Card #3

cut	suit	feet
boot	hot/pot	hut
hat	bat	hat

Card #4

mop	cub	map
lollipop	rope	top
pop	cap	sap