

WEEK 7

Shared Reading

<p align="center">“Going to the Zoo” modified from the song by Raffi; listen here</p>		
<p>Standards: R.1.K.d, R.2.K.d, R.3.K.a, R.3.K.c</p>	<p>Grandma’s* taking us to the zoo tomorrow, Zoo tomorrow, zoo tomorrow. Grandma’s taking us to the zoo tomorrow. We can stay all day.</p> <p>We’re going to the zoo, zoo, zoo. How about you, you, you? You can come, too, too, too. We’re going to the zoo, zoo, zoo.</p>	<p>Look at all the yellow ducks a-quack, quack, quacking, Great big bills a-quack, quack, quacking. Look at all the yellow ducks a-quack, quack, quacking. We can stay all day.</p> <p>Look at all the quails’ wings flip-flap flapping, Quiet, quiet wings flip-flap flapping. Look at all the quails’ wings flip-flap flapping, We can stay all day.</p>
<p align="center"><i>*change Grandma to other family members’ names or children’s names</i></p>		
<p>Session 1</p>	<p>Opening: <i>This week we are going to sing a song about going somewhere where children can see different animals. This song is “Going to the Zoo.”</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, as words and the chorus repeat.</p> <p>Meaning Making: <i>What animals are at the zoo? What do you think a quail is? How do you know?</i> [Reinforce that a quail is a kind of bird; we know this because quail have wings.]</p>	

“Going to the Zoo”

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

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

Grandma’s* taking us to the zoo
tomorrow,
Zoo tomorrow, zoo tomorrow.
Grandma’s taking us to the zoo
tomorrow.
We can stay all day.

Look at all the yellow ducks a-quack,
quack, quacking,
Great big bills a-quack, quack, quacking.
Look at all the yellow ducks a-quack,
quack, quacking.
We can stay all day.

We’re going to the zoo, zoo, zoo.
How about you, you, you?
You can come, too, too, too.
We’re going to the zoo, zoo, zoo.

Look at all the quails’ wings flip-flap
flapping,
Quiet, quiet wings flip-flap flapping.
Look at all the quails’ wings flip-flap
flapping,
We can stay all day.

**change Grandma to other family members’ names or children’s names*

Session 2

Fluency:

Sing the song one verse at a time, inviting children to echo after each verse. Invite children to show motions for quacking and flapping.

Phonological Awareness:

We have been listening to the sounds in words. We can hear the first sound in a word. We can say a word to hear the first sound. Let’s say the first sound in the word “day.”

Model saying “/d/-/a/” and tapping the top of your arm for /d/ and the middle of your arm for /a/.

What was the first sound? [tap the top of your arm again to help children recall].

The first sound in “day” is /d/.

Repeat with the words “flip” and “big.”

Letter-Sound Awareness:

When we see a letter at the beginning of a word, we can make its sound. We know all the sounds the letters make. We are going to play a game: I will point to the first letter of a word and you all will say the sound as quickly as you can!

Point to the first letter in words that start with a variety of letters (avoid “all” and “about”).

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Session 3

Phonological Awareness:

Cover the song so that children do not see the print. Say the word “quack.”

What sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?

Repeat with the words “quail” and “zoo” (/kw/ and /z/ are target sounds this week).

Fluency:

Show the song and invite children to sing along. Then sing the verses about the animals together while doing actions for them.

Phonological Awareness:

Some words sound the same at the beginning. Let’s name as many words as we can that start with the same sound as “zoo”.

Invite children to call out words that start with /z/.

Word Recognition:

“Can” is a new high frequency word in this poem [show the word written on an index card]. The c makes the sound /c/, and the “a” and “n” get glued together to make the sound /an/. Listen to the word “Grandma” from our song—it also has the /an/ sound in it!

There are two other important high frequency words in this song: “you” and “look.” Who can find those words?

Extensions	<p>High frequency word practice: Distribute letter tiles and boards. While showing the words on index cards, invite children to build any of the previously introduced high frequency words, and then read them.</p> <p>White-board writing practice: Say words from the song. Invite children to write the letter of the first sound in each word.</p>
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