

WEEK 6

Shared Reading

<p align="center"><b>“Five Green Apples”</b></p> <p align="center"><a href="#">listen here</a> to the Ella Jenkins version</p> <p align="center">Note: The Week 3 Shared Reading poem “My Name” is also reviewed in Session 3.</p>	
<p><b>Standards:</b></p> <p>R.1.K.a R.1.K.c R.1.K.d R.2.K.a R.2.K.b R.3.K.a R.3.K.b R.3.K.c</p>	<p>Farmer Gladys had 5 green apples hanging in a tree, Farmer Gladys had 5 green apples hanging in a tree, Then she grabbed one apple and she gulped it hungrily! Leaving 4 green apples hanging on a tree.</p> <p align="center">-</p> <p align="center"><i>Continue down to 0, change name to children in the class.</i></p>
<p><b>Session 1</b></p>	<p>Opening: <i>The title of the song is “Five Green Apples.” Based on the title, what do you think this song is about? What do you know about how apples grow?</i></p> <p>Fluency: Model expressive signing by singing the song (down to 0) in its entirety. Encourage children to chime in since the verses repeat. Use fingers to represent the changing number of apples.</p> <p>Meaning Making: <i>What does it mean to gulp?</i> Invite children to make a gulping sound.</p> <p>Print Concepts (spaces): <i>A white space goes in between words. It lets the reader know a word has ended and a new one will start. We can find spaces in between words, here is one [point to a space].</i> Invite children up to point to spaces.</p>

**“Five Green Apples”**

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Note: The Week 3 Shared Reading poem “My Name” is also reviewed in Session 3.

**Standards:**

R.1.K.a  
R.1.K.c  
R.1.K.d  
R.2.K.a  
R.2.K.b  
R.3.K.a  
R.3.K.b  
R.3.K.c

Farmer Gladys had 5 green apples hanging in a tree,  
Farmer Gladys had 5 green apples hanging in a tree,  
Then she grabbed one apple and she gulped it hungrily!  
Leaving 4 green apples hanging on a tree.

Farmer Gladys had 4 green apples hanging in a tree,  
Farmer Gladys had 4 green apples hanging in a tree,  
Then she grabbed one apple and she gulped it hungrily!  
Leaving 3 green apples hanging on a tree.

*Continue down to 0, change name to children in the class.*

**Session 2**

Phonological Awareness:

Cover the song so that children do not see the print. Say the word “gulped.” *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 “apple”, “green”, and “grabbed.” Review the letter-sound cards for A and G.

Fluency:

Echo read the first stanza line by line and then invite children to chime in chorally. Use children’ names instead of “Gladys” and invite that child to stand up and gesture to pick and eat an apple.

Print Concepts (spaces):

*We’re going to play a tapping game. When you come up, I will tell you to either tap a word or tap a space.*

Invite one child at a time to play. (This can be fun with a fly swatter!)

Print Concepts and Phonics (identify and say letter sounds)

*Now we’ll play tap a letter!* Invite children to tap on the letters Gg and Aa and produce the sound of the letter and then the word it appears in.

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Note: The Week 3 Shared Reading poem "My Name" is also reviewed in Session 3.

**Standards:**

R.1.K.a  
R.1.K.c  
R.1.K.d  
R.2.K.a  
R.2.K.b  
R.3.K.a  
R.3.K.b  
R.3.K.c

Farmer Gladys had 5 green apples hanging in a tree,  
Farmer Gladys had 5 green apples hanging in a tree,  
Then she grabbed one apple and she gulped it hungrily!  
Leaving 4 green apples hanging on a tree.

Farmer Gladys had 4 green apples hanging in a tree,  
Farmer Gladys had 4 green apples hanging in a tree,  
Then she grabbed one apple and she gulped it hungrily!  
Leaving 3 green apples hanging on a tree.

—  
*Continue down to 0, change name to children in the class.*

**Session 3**

**Fluency:**

Invite children to chorally sing and act out the song with different children playing the role of the farmer.

**Phonological Awareness:**

*Some words have end parts that sound alike, they rhyme. Poets and songwriters use rhyming a lot. What words rhyme in this song?*

Use a physical movement as you say each word (tree, hungrily) to reinforce that these words sound alike at the end [i.e. fist to spread fingers].

*What words can you think of that rhyme with "tree?"*

**Word Recognition (high frequency words):**

*In this song there is a word we call a high frequency word- that means that authors use the word A LOT, so it's an important word to recognize. The word is "a," which is also a letter name! Readers use letters and sounds to sound out words, but they also recognize some whole words quickly. Display the poem "My Name" and invite children to chorally read and review the poem. There are two other high frequency words in this poem that we're going to practice: "I" and "am." Both "I" and "a" are letters and words. "Am" is something called a glued sound; the /a/ gets glued to the /m/ to make the sound /am/.*

Show the 3 words on index cards and practice them.

<b>Extensions</b>	<p>Word practice: Write one line of the song and cut it out, including cutting out white spaces. Give a word or white space to each child. Play a game and tell children to do an action if they have a word or space. Eg. "If you have a space, do a jumping jack. If you have a word, spin around."</p> <p>Letter practice: Pass out Cc, Oo, Aa or Gg written on index cards. Invite children to high five someone with the same letter. Ask children to think of words that start with the letter they have.</p> <p>High frequency words: Write "I," "am," and "a" on index cards for children to practice reading.</p>
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