

<p align="center">“Here Come the Construction Vehicles” Sung to the tune of “The Wheels on the Bus”</p>					
<p>Standards: R.2.K.d R.3.K.a R.3.K.d</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Here comes the backhoe to dig up rocks, Dig up rocks, dig up rocks. Here comes the backhoe to dig up rocks, All around the ground.</p> <p>Here comes the bulldozer to push the dirt, Push the dirt, push the dirt. Here comes the bulldozer to push the dirt, All around the ground.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Here comes the scraper to smooth the earth, Smooth the earth, smooth the earth. Here comes the scraper to smooth the earth, All around the ground.</p> <p>Here comes the dump truck to dump wood chips, Dump wood chips, dump wood chips. Here comes the dump truck to dump wood chips, All around the ground.</p> </td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> <p>—</p> <p>Here come the workers to build a playground, Build a playground, build a playground. Here come the workers to build a playground, All around the town.</p> </td> </tr> </table>	<p>Here comes the backhoe to dig up rocks, Dig up rocks, dig up rocks. Here comes the backhoe to dig up rocks, All around the ground.</p> <p>Here comes the bulldozer to push the dirt, Push the dirt, push the dirt. Here comes the bulldozer to push the dirt, All around the ground.</p>	<p>Here comes the scraper to smooth the earth, Smooth the earth, smooth the earth. Here comes the scraper to smooth the earth, All around the ground.</p> <p>Here comes the dump truck to dump wood chips, Dump wood chips, dump wood chips. Here comes the dump truck to dump wood chips, All around the ground.</p>	<p>—</p> <p>Here come the workers to build a playground, Build a playground, build a playground. Here come the workers to build a playground, All around the town.</p>	
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<p>Session 1</p>	<p>Opening: <i>Today we will learn a new song to the tune of a song you might know from when you were younger: “The Wheels on the Bus.” The title of this song is “Here Come the Construction Vehicles.” Which construction vehicles might be in this song?</i></p> <p>Fluency: Teach the song by singing it in its entirety, while tracking print with a pointer and singing with expression. Children will be able to chime in as many lines repeat.</p> <p>Meaning Making: <i>What were the construction vehicles doing? Why?</i></p> <p>Language Conventions: <i>There’s a comma again, like we’ve seen in other poems—it helps us take a break. Here the comma also helps read a repeated phrase.</i> Invite children to echo read the first lines, emphasizing the use of the comma for expressive reading.</p>				

“Here Come the Construction Vehicles”

Sung to the tune of “The Wheels on the Bus”

Standards:

R.2.K.d

R.3.K.a

R.3.K.d

Here comes the backhoe to dig up
rocks,
Dig up rocks, dig up rocks.
Here comes the backhoe to dig up
rocks,
All around the ground.

Here comes the bulldozer to push
the dirt,
Push the dirt, push the dirt.
Here comes the bulldozer to push
the dirt,
All around the ground.

Here comes the scraper to smooth
the earth,
Smooth the earth, smooth the earth.
Here comes the scraper to smooth
the earth,
All around the ground.

Here comes the dump truck to dump
wood chips,
Dump wood chips, dump wood chips.
Here comes the dump truck to dump
wood chips,
All around the ground.

-
Here come the workers to build a playground,
Build a playground, build a playground.
Here come the workers to build a playground,
All around the town.

Session 2

Fluency:

Invite children to echo one stanza at a time, and then sing the song in its entirety.

Phonological Awareness:

We have learned how to stretch out all the sounds in words and to blend the sounds of words together. We can also take sounds away to make new words.

What is the word “ground” without the /g/? [round]

Now say the word “scraper” without /er/ at the end. [scrape]

Say “build” without /d/. [bill]

Letter-Sound Awareness and Phonics:

There are a lot of digraphs in the words in this song. Remember, digraphs are two letters that go together and make one sound.

We know the sounds of three digraphs: “sh,” “ch,” and “th.” Listen for words with digraph sounds as I read it to you.

Invite children to raise a hand when they hear a digraph sound, then highlight the digraph in the written text as you work through the song.

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<p>Session 3</p>	<p>Phonological Awareness: Cover the song so that children do not see the print. <i>You are experts at noticing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word and you will blend them together into a word.</i> Say “/b/-/ī/-/l/-/d/” with a long pause in between each sound. <i>What word is that?</i> [build] Repeat the same exercise with the words “dump,” “smooth,” and “wood.”</p> <p>Fluency: Show the song and invite children to sing the song while one child tracks the print with a pointer.</p> <p>Letter Sound Awareness and Phonics: <i>There is a new digraph in this song, but the sound the digraph makes is one we already know. What sound do you hear at the end of “rock” and “truck?”</i> [/k/] <i>Let’s look at the text to see what letters make the sound /k/?</i> <i>“C” and “k” come together to make the /k/ sound!</i></p> <p>Word Recognition: <i>“Here” is a new high frequency word in this song. What sounds do you hear at the beginning and end of the word “here”?</i> <i>What do you hear in the middle of the word?</i> <i>We hear the e say its name; it makes the long vowel sound.</i></p>
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Extensions	<p>“Change one sound” Game (oral): Say “chip” and invite children to echo the word. Then provide a new beginning sound orally, /sh/, and ask children to say the new word (ship). Then change the final sound with /n/ and invite children to say the new word (shin). Continue to change beginning, final, and medial phonemes to create new words, emphasizing the sounds of digraphs.</p> <p>Vowel sound practice: Say words from the song or relating to construction that have long and short vowel sounds. Invite children to stand up when they hear a long vowel sound and sit down when they hear a short vowel sound.</p>
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