

WEEK 3

Shared Reading

<p align="center">“Who Built a Home?” By Julia Lindsay Sung to the tune of “Mary Had a Little Lamb”</p>		
<p>Standards: R.2.K.c R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.b</p>	<p>Who built a home That was made of straw, Made of straw, made of straw? Who built a home That was made of straw? The first little pig, that’s who!</p> <p>Who built a home That was made of sticks, Made of sticks, made of sticks? Who built a home That was made of sticks? The second little pig, that’s who!</p>	<p>Who built a home That was made of bricks, Made of bricks, made of bricks? Who build a home That was made of bricks? The third little pig, that’s who!</p> <p>Each pig’s home was right for her, Right for her, right for her. Each pig’s home was right for her, Made with skill and care.</p>
<p>Session 1</p>	<p>Opening: <i>Today we will learn a song to the tune of “Mary had a Little Lamb.” The story that the song tells will also be familiar. The title of the song is “Who Built a Home?”</i></p> <p>Fluency: Teach the song by singing it in its entirety, while tracking print with a pointer and using expression. Children will be able to chime in, as many lines repeat.</p> <p>Meaning Making: <i>What fairytale is this song inspired by? What is different about this song than other versions of the fairytale you have heard or read before? What do you think the author means by “Each pig’s home was right for her?”</i></p> <p>Language Conventions: <i>There is some punctuation in this song that helps us read it expressively. Identify the question marks and exclamation points and invite children to echo read each type of sentence using the punctuation expressively.</i></p>	

“Who Built a Home?”

By Julia Lindsay

Sung to the tune of “Mary Had a Little Lamb”

Standards: R.2.K.c R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.b	Who built a home That was made of straw, Made of straw, made of straw? Who built a home That was made of straw? The first little pig, that’s who! Who built a home That was made of sticks, Made of sticks, made of sticks? Who built a home That was made of sticks? The second little pig, that’s who!	Who built a home That was made of bricks, Made of bricks, made of bricks? Who build a home That was made of bricks? The third little pig, that’s who! Each pig’s home was right for her, Right for her, right for her. Each pig’s home was right for her, Made with skill and care.
--	---	--

Session 2	<p>Fluency: Invite children to echo one stanza at a time, and then sing the song in its entirety.</p> <p>Phonological Awareness: <i>We are going to continue to learn about the sounds in the middle of words. Some words sound the same in the middle. Listen for the middle sound in “brick.”</i> Model saying “/b/-/r/-/ĭ/-/k/” and tapping the top of the arm for /b/, just below the top for /r/, middle of the arm for /ĭ/, and wrist for /k/. <i>What is the middle sound?</i> [tap the middle of arm again to help children recall]. <i>The middle sound in “brick” is /ĭ/. Is it a long vowel or short vowel?</i> <i>Can you name another word in this song that has the short i vowel sound in the middle?</i> (pig, stick, built, skill) Read the last stanza of the poem. <i>What word did you hear that had a long i sound?</i> (right)</p> <p>Phonics: <i>Words spelled consonant, vowel, consonant (called CVC words) follow a rule: the vowel makes a short vowel sound. “Pig” is a CVC word and so the vowel says /ĭ/.</i> <i>When a word is spelled consonant, vowel, consonant, “e,” it follows a different rule: the vowel makes a long vowel sound. The silent e has a job to do—it makes the first vowel say its name! “Home” is a CVCe word and so the vowel “o” says /ō/. In CVCe words, the “e” is silent, it does not make a sound.</i> <i>There is one more CVCe word in this song, can you find it?</i> (made) <i>The “e” is silent and makes the “a” say its name.</i></p>
------------------	--

“Who Built a Home?”

By Julia Lindsay

Sung to the tune of “Mary Had a Little Lamb”

Standards:

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

Who built a home That was made of straw, Made of straw, made of straw? Who built a home That was made of straw? The first little pig, that’s who!	Who built a home That was made of bricks, Made of bricks, made of bricks? Who build a home That was made of bricks? The third little pig, that’s who!
Who built a home That was made of sticks, Made of sticks, made of sticks? Who built a home That was made of sticks? The second little pig, that’s who!	Each pig’s home was right for her, Right for her, right for her. Each pig’s home was right for her, Made with skill and care.

Session 3

Phonological Awareness:

Cover the song so that children do not see the print.

Some words have two or more sounds at the beginning that get blended together.

I am going to say the beginning sounds of a word and then the end of the word, and you will blend it all together.

Say “/s/-/t/-/r/---/aw/” with a long pause in between the onset blend and rime.

What word is that? It’s straw. You had to blend the /s/ /t/ /r/ together.

Repeat the same exercise with “bricks” and “skill.”

Fluency:

Show and invite children to chorally sing the song.

Phonics:

Let’s look again at the word “made”. [Write “made” on a whiteboard].

If I take the letter e off of this word, what word do we have?

Erase the letter “e” and invite children to tap and read the word. (mad)

If I change the “m” to an “s” what word do I have now? (sad)

Continue to substitute initial, medial, and final phonemes for practice reading CVC words.

Word Recognition:

“Of” is a new high frequency word in this song. The letters do not make the sounds we would expect! There is another high frequency word in this song. Who can find “was?” Many of you have been using these words in your writing. The vowel sound in “of” and “was” is /ŭ/ but the sound is not spelled with the letter “u.”

Extensions	<p>Vowel sound practice: Say different words from the poem 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> <p>Sentence reading practice: Write decodable sentences on the board with CVC words. Invite children to read them for building fluency. Also invite them to identify the high frequency words and write them on their own whiteboards.</p> <ul style="list-style-type: none">- Mom is mad.- Tim got wet.- It is time.
-------------------	--