

WEEK 5

Shared Reading

"The Very Wise Owl"	
<p>Standards: R.1.K.d, R.2.K.d, R.3.K.a, R.3.K.c</p>	<p>There was a very wise owl, Who lived up in a tree.</p> <p>He sat upon the branch, Watching you and me.</p> <p>If you see him, He will visit for a while.</p> <p>In a loud voice, he'll say, "Who? Who? Who?" With a very wise smile.</p>
<p>Session 1</p>	<p>Opening: Do not show the poem. <i>Today we are going to learn a poem together. Remember poets often use repetition, rhythm, and rhyme to make the reader imagine things or feel strong feelings. Listen as I read the poem once, and then we will talk about what you notice.</i> Read the poem in its entirety using expression and emphasizing rhyme. <i>What did you hear in this poem?</i> As children mention rhyming words, reinforce that this is something writers put in poems to make them entertaining.</p> <p>Fluency: Show the poem. Reread the poem, inviting children to echo one line at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>What animal do we learn about in this poem? What does the owl do?</i></p>

“The Very Wise Owl”

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

There was a very wise owl,
Who lived up in a tree.

If you see him,
He will visit for a while.

He sat upon the branch,
Watching you and me.

In a loud voice, he'll say,
“Who? Who? Who?”
With a very wise smile.

Session 2

Fluency:

Invite a child to track the print with a pointer as you read the poem and children echo one stanza at a time.

Letter-Sound Awareness:

We can match letters and sounds at the beginning of a word. Remember the first letter of a word is on the left. I am going to point to a word, you will look at the first letter and think about the sound that letter makes.

When you know, pat your head.

Point to “branch.”

Most of you are patting your head, what letter does this word start with? What sound does it make?

Repeat the same exercise with the word “sat.”

Phonological Awareness:

We can say a word slowly to hear the sounds in a word. Let's say the word “wise” slowly. While you say the word, you can move your hand down your arm slowly. Let's try it.

Model saying “wise” slowly while moving your hand down your arm.

Repeat the same exercise with the word “see”.

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Session 3	<p>Phonological Awareness: Cover the poem so that children do not see the print. Say the word "very." <i>Which sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?</i> Repeat the same exercise with the words "watching," "visit," and "while," as /v/ and /w/ are target sounds this week.</p> <p>Fluency: Show the poem and invite children to recite the poem. Invite children to do gestures or actions that match the actions of the owl.</p> <p>Phonological awareness: <i>We are going to practice hearing sounds in words again.</i> Invite a child to point to a word and read it for them (or allow them to read it if they know it). <i>Let's say the word slowly.</i> Say the word slowly with the children while moving your hand down your arm. Repeat the same exercise with a few words.</p> <p>Word Recognition: <i>"Me" is a new high frequency word in this poem [show word written on index card]. You can read high frequency words quickly. "Me" rhymes with another word we learned, "we." I will point to "me" in the poem and you read it!</i></p>
Extensions	<p>White-board writing practice: Show pictures of words from the song (smile, branch, loud). Invite children to write the letter of the first sound in each word on white boards.</p> <p>High frequency word practice: While showing the words on index cards, invite children to orally spell and read previously learned words. Make it fun by having them do this with a robot voice.</p>