

WEEK 2

Shared Reading
“Bat Breakfast”

<p>Weekly Question</p>	<p>What animals live in our environment, and what do they do?</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Hidden City: Poems of Urban Wildlife</i>, Sarah Grace Tuttle ● chart paper and markers Write out the chant for whole group reading. ● “Bat Breakfast” slides ● pointer ● highlighter tape (optional)
<p>Opening 1 minute</p>	<p><i>This week we are talking about animals that live in our environment. In Text Talk, we will be reading poems from Hidden City: Poems of Urban Wildlife. Urban means from the city.</i></p> <p><i>Our Shared Reading text this week is a poem from Hidden City called “Bat Breakfast.” Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
<p>Phonological Awareness 6 minutes</p>	<p>Isolate and identify sounds. <i>Today we started learning the glued sounds /am/ and /an/.</i></p> <p><i>What initial sound do you hear in “jam?”</i> <i>What glued sound do you hear?</i></p> <p><i>What ending sound do hear in “sand?”</i> <i>What glued sound do you hear?</i></p> <p>Blend sounds to make a word. <i>We are going to blend sounds together to make a word that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /l/... /am/... /p/. Now say and tap the sounds, then blend them.</i></p>

	<p><i>How many sounds are there? Show me on your fingers. Let's tap and blend together. What's the word? [lamp]</i></p> <p><i>What glued sound did you hear?</i></p> <p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word. Say "fan" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds.</i> /f/.../an/</p> <p><i>What glued sound do you hear?</i></p> <p><i>Say "stamp" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds.</i> /s/... /t/... /am/... /p/</p> <p><i>What glued sound do you hear?</i></p> <p>Determine syllables.</p> <p><i>How many syllables do you hear in the word "glowing?" Let's say it and feel the chin drops. Now say it and clap the word; then show me on your fingers the number of syllables.</i></p>
<p>Shared Reading 12 min</p>	<p><i>In our poem today, we will read about bats in the city. We can find a glued sound in this poem. You'll notice the words are written in a unique way on the page. You'll also notice some interesting punctuation.</i></p> <p>Read the poem fluently, pausing at line breaks and emphasizing punctuation.</p> <p>Invite children to echo read the poem, stopping to pause at line breaks.</p> <p>Then, invite children to chorally read the poem, slowing down the pointer to allow children to decode words such as "lamp," "bats," and "hunt."</p> <p>Connect the poem to unit content.</p> <p><i>What are the bats doing in this poem? Why are they swooping?</i></p> <p>Mark the glued sound /am/ with a box, as taught in Foundations.</p> <p><i>What high frequency words that you know do you see in this poem?</i></p>

	<p>Identify punctuation. <i>What punctuation do you see in the poem? What do these marks make you think? Let's read the poem a final time, emphasizing the punctuation.</i></p> <p>Select one child to stand and point as the class chorally reads a second time with prosody.</p> <p><i>Now, let's look at the poem as it's written and illustrated in Hidden City. What more can you find about the bat's breakfast?</i></p>
<p>Closing 1 min</p>	<p><i>You will continue to practice reading this poem in the Reading Station.</i></p>
<p>Standards</p>	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words. R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends. R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). R.3.1.b Decode regularly spelled one-syllable words. R.12.1.a Read various on-level text with purpose and understanding.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do children blend phonemes? Do children segment phonemes? Can children read words with the glued sound /am/? Listen to children chorally read. Do children read with appropriate phrasing and expression?</p>
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● Children take dictation on whiteboards with words spelled with glued sounds /am/ and /an/. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable cvc, cvcc or ccvc words by changing the initial, final, or medial sounds.

<p>Notes</p>

