

Unit 4: Communicating with Sound and Light

WEEK 3

Shared Reading
“Way Down in the Music”

Weekly Question	How do people and other animals use sound?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem for whole group reading.● “Way Down in the Music” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a poem called “Way Down in the Music” by Eloise Greenfield. We read this poem together last week, in Text Talk.</i></p> <p><i>Before we read the poem, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations vowel sounds and vowel teams posters.</p> <p>Blend sounds to make words. <i>Let’s practice listening for sounds in words. I’ll say sounds, and you can blend the sounds together to figure out what the word is.</i></p> <p><i>The sounds are /ɪ/ /n/ /t/ /ə.</i> <i>What’s the word? [into]</i> <i>How many sounds did we hear in that word? [four]</i></p> <p><i>The sounds are /w/ /ā/ /k/.</i> <i>What is the word? [wake]</i> <i>How many sounds did we hear in the word? [three]</i></p> <p><i>Let’s practice listening for specific sounds in words. I’ll segment sounds and ask where you hear the sounds.</i></p>

	<p>Isolate and substitute sounds in words.</p> <p><i>The word is “spin.” What is the vowel sound you hear in this word? [short i]</i></p> <p><i>When we change the vowel sound /i/ to the long sound /ī/, how does the word change? [spine]</i></p> <p><i>The next word is “sound.” How many sounds do we hear? [four]</i></p> <p><i>When I change the beginning sound /s/ to /f/, what is the new word? [found]</i></p> <p><i>The next word is “shake.” When I change the beginning sound /sh/ to /m/, what is the new word? [make]</i></p>
<p>Shared Reading 8 minutes</p>	<p>Read the full poem while tracking the print.</p> <p><i>As we read today, use what you know about compound words and syllables.</i></p> <p>Chorally read the full poem while tracking the print.</p> <p>Connect the poem to unit content.</p> <p><i>Our weekly question this week is How do people and other animals use sound?</i></p> <p><i>What does this poem tell us about music and how it is used?</i></p> <p><i>When the author writes, “I get way down in the music, down inside the music,” what do you think she means? How do you know that?</i></p> <p>Recall discussion from the Text Talk lesson the previous week, as useful.</p> <p>Identify and review key letter-sound relationships.</p> <p><i>Today we will talk about and look for compound words. Earlier we listened to the sounds in the word “into.” This word is made of two small words put together to create a new word with a different meaning. When we break the word “into” small words, we find “in” and “to.” When you hear the word “in,” what do you think? What about when you hear the word “to?”</i></p> <p>Address confusion with the words “two” and “too.”</p> <p><i>Let’s look for another compound word.</i></p> <p>Reread the lines “I get way down in the music, Down inside the music.”</p> <p><i>Do you see a compound word in these lines? Turn and share the word you found with your partner. What makes it a compound word?</i></p> <p>Harvest a few responses.</p>

	Practice the poem for fluency. Model scooping chunks of texts into fluent phrases, such as “Spin me around [pause] and make me” and “Inside the sound [pause] of the Jackson Five.” Invite children to echo read the phrases.
Closing 1 minute	<i>You will continue to practice reading the poem “Way Down in the Music” in the Reading Station.</i>
Standards	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.3.1.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p> <p>R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend and segment phonemes?</p> <p>Do children isolate medial vowels?</p> <p>Do children substitute phonemes?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p>
Daily Practice	<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"> ● With teacher dictation, children use cubes or chips to substitute sounds. (shake→take, what sound changed? Take→took, what sound changed? Took→toon, what sound changed?) ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build compound words and illustrate the new meaning. (rain+bow=rainbow, sun+shine=sunshine, tea+pot=teapot, pan+cake=pancake, snow+man=snowman)