

WEEK 3

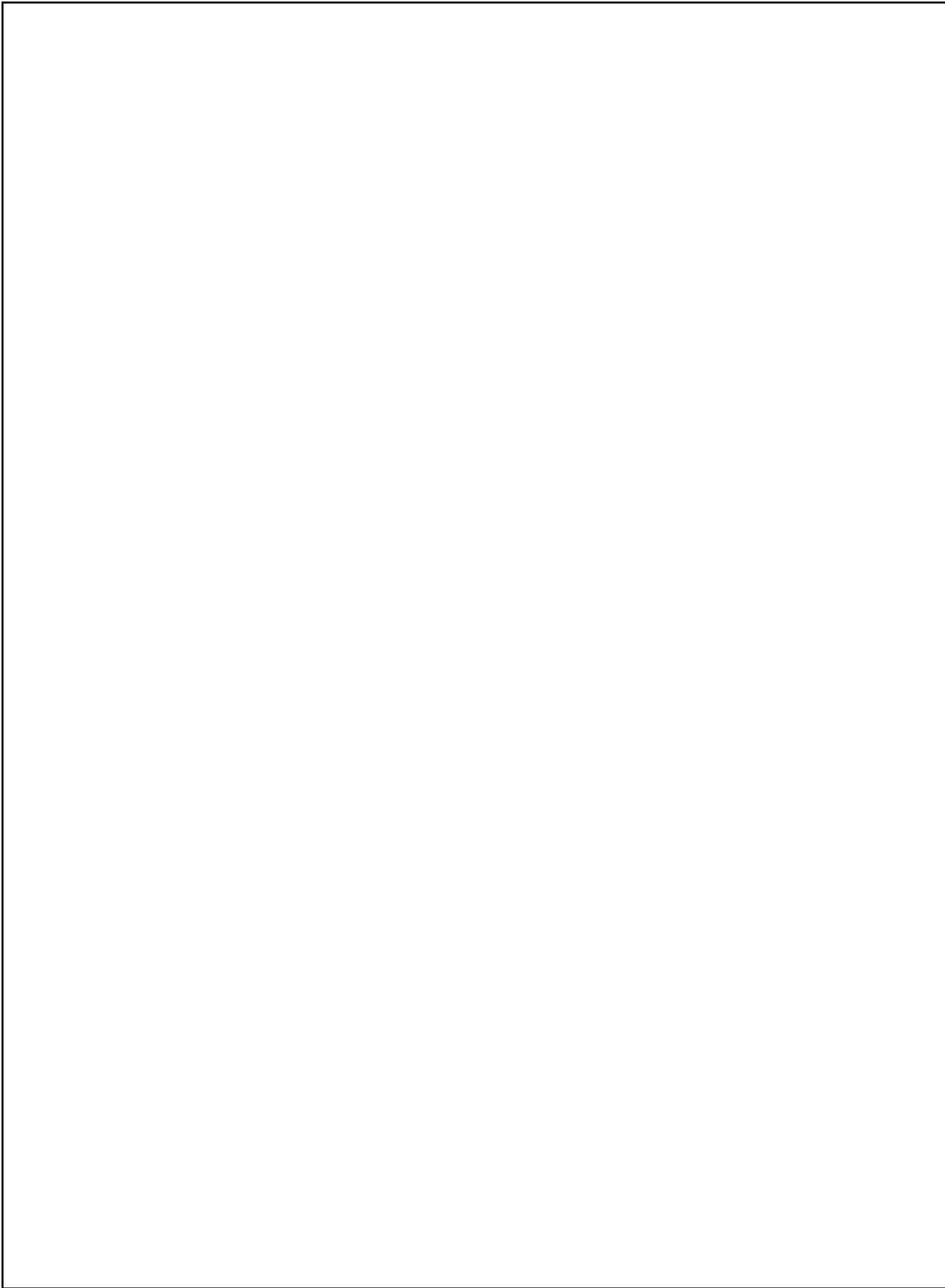
Shared Reading
“Garden Song”

Weekly Question	Where do our resources come from?
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Write out the song for whole group reading. ● “Garden Song” slides ● pointer ● highlighter tape (optional) ● audio of Garden Song, for teacher reference (https://www.youtube.com/watch?v=y1oiVEWFHrs) Note that the lyrics are slightly different from the lesson version. Listen to the first few verses to follow the tune. ● Foundations Vowel Teams poster
Opening 1 minute	<p><i>Our Shared Reading text this week is a song called “Garden Song,” written by David Mallet.</i></p> <p><i>Before we read and sing it, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review vowel teams poster for ai, ay, ee, ea, and ey.</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: /g/.../r/.../ow/. Say and tap the sounds. How many sounds do you hear? What’s the word? What consonant blend do you hear?</i></p> <p>Segment sounds. <i>Now we’re going to segment the sounds in a word. Say “grain” 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: /g/.../r/.../ā/.../n/.</i></p> <p>Determine syllables.</p> <p><i>How many syllables do you hear in the word "garden?" Let's say it and feel the chin drops.</i></p> <p><i>Now say it and clap the word, then show me on your fingers the number of syllables.</i></p> <p><i>What r-controlled vowel sound do you hear?</i></p>
<p>Shared Reading 12 minutes</p>	<p>Model reading the song while tracking the print. Invite children to echo read the song line by line. Chorally read the full song once. Preview the tune of the song for the children, and then sing it chorally.</p> <p>Support comprehension verse by verse, providing word definitions as needed. Identify the gist of each verse.</p> <p>Connect the song to unit content. <i>This week we are exploring where our resources come from. This song reminds us that many of our resources come from nature—plants, soil, sun, and water.</i></p> <p><i>What message do you think the songwriter has about the Earth?</i></p> <p>Identify high frequency words. <i>What high frequency words do you see in the song?</i></p> <p>Identify target letter-sound relationships. <i>What words make the long a sound?</i> <i>What words make the long e sound?</i> <i>What vowel teams do you see?</i></p> <p>Continue to echo or chorally sing the song for fluency practice. Because the song is mostly not decodable, it is important to support children with repeated shared readings.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading and singing "Garden Song" in the Reading Station.</i></p>
<p>Standards (Boston)</p>	<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>

	<p>RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3b. Decode regularly spelled one-syllable words.</p> <p>RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <ul style="list-style-type: none"> Do children segment and blend phonemes? Do children identify syllables? Do children identify words with vowel teams? <p>Listen to children chorally read and sing.</p> <ul style="list-style-type: none"> Do children read and sing with appropriate phrasing and expression?
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"> ● Children take dictation on whiteboards or use letter tiles to build single syllable words with vowel teams by changing the initial, final, or medial sounds. ● Children use elkonin boxes (sound boxes) to build words from the song and other words with target letter-sound relationships.

Notes



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