

WEEK 4

Shared Reading
“Hush!”

Weekly Question	How do animals survive in their habitats?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the chant for whole group reading.● “Hush!” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>This week we are continuing to talk about animals surviving in their habitats.</i></p> <p><i>Our Shared Reading text this week is from a book called Hush! by Minfong Ho. In this book different animals are making noise while a baby is sleeping.</i></p> <p><i>Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Closed syllable vs. open syllable oi, oy</p> <p>Isolate and identify sounds. <i>We have been learning about the suffix -s. Remember that sometimes this suffix sounds like /s/ and sometimes it sounds like /z/.</i></p> <p><i>What initial sound do you hear in “ducks?”</i> <i>What sound of the suffix -s do you hear?</i></p> <p><i>What vowel sound do hear in “pigs?”</i> <i>What sound of the suffix -s do you hear?</i></p> <p>Blend sounds to make a word.</p>

	<p><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: /f/.../r/... /o/... /g/.../z/. 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? [frogs]</i></p> <p><i>What blend do you hear? What sound of the suffix -s do you hear?</i></p> <p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word. Say "blocks" 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> <i>/b/... /l/... /o/... /k/... /s/.</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p><i>Say "chills" 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> <i>/ch/... /i/... /l/... /z/</i></p> <p><i>What digraph do you hear?</i> <i>What sound of the suffix -s do you hear?</i></p>
<p>Shared Reading 12 minutes</p>	<p><i>In our poem today, we will learn about animal behaviors. Let's see what we can learn!</i></p> <p>Before reading, point out the words "creeping," "leaping," and "sniffing." Model reading the entire poem on the chart paper.</p> <p>Invite children to echo read the first two stanzas of the poem.</p> <p>Invite children to chorally read the poem, slowing down the pointer to allow children to decode words such as "cats," "frogs," "pigs" and "ducks."</p> <p><i>What sets of rhyming words do you notice?</i></p> <p>Connect the poem to unit content. <i>What sounds do animals make in the poem?</i></p>

	<p><i>What's one way animals behave in this poem?</i></p> <p>Highlight high frequency words.</p> <p><i>What high frequency words that you know do you see in this song?</i></p> <p>Select one child to stand and point as the class chorally reads one more time.</p>
Closing 1 minute	<i>You will continue to practice reading and quietly singing this song 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.12.1.a Read various on-level text with purpose and understanding.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children identify the sound of the suffix -s?</p> <p>Do children segment phonemes?</p> <p>Do children blend 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"> • Children take dictation on whiteboards with words spelled with glued sounds and words ending with suffix -s. • With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable cvc, cvcc or ccvc basewords by changing the initial, final, or medial sounds. • Children add suffix -s to base words to form plural words.

Notes



Shared Reading U2 W4