

Unit 4: Communicating with Sound and Light

WEEK 5

Shared Reading
“Shadow Race”

Weekly Question	How does light change?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem for whole group reading.● “Shadow Race” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a poem called “Shadow Race” by Shel Silverstein. We read “Noise Day” a couple of weeks ago—another poem by Shel Silverstein.</i></p> <p><i>Before we read this poem, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations vowel sounds poster and the vowel teams poster.</p> <p>Blend sounds to make a word. <i>Let’s listen to these sounds and blend them together to think of what the word is.</i> <i>The sounds are /sh/.../ā/.../d/.../ō/. What’s the word? (shadow)</i> <i>The sounds are f.../ā/.../s/. What’s the word? (face)</i> <i>The sounds are /ē/.../v/.../er/.../ē/ What’s the word? (every)</i></p> <p>Segment sounds and substitute final blends. <i>The word is “best.” How many sounds do we hear in the word? (4)</i> <i>What word do we get when we substitute the ending blend -st with -nt? (bent)</i></p> <p><i>The word is “bent.” How many sounds do we hear? (4)</i> <i>What word do we get when we substitute the ending blend -nt with</i></p>

	<p>-nd? (<i>bend</i>)</p> <p>Isolate and listen for long vowels. <i>The word is "note." What's the long vowel you hear? (o)</i> <i>The word is "time." What's the long vowel you hear? (i)</i> <i>The word is "race." What's the long vowel you hear? (a)</i> <i>The word is "cube." What's the long vowel you hear? (u)</i> <i>The word is "these." What's the long vowel you hear? (e)</i></p> <p>Delete and substitute syllables. <i>The word is "always." When we delete the second syllable, "ways," what do we have left? (all)</i></p> <p><i>The word is "ahead." When we delete the first syllable, "a," what do we have left? (head)</i></p> <p>Delete and substitute phonemes. <i>The word is "my." When we delete the first sound /m/, what word do we have? (I)</i></p> <p><i>The word is time. When we delete the final sound /m/, what word do we have? (tie)</i></p> <p><i>The word is "race." When we substitute the first sound with /f/, what's the new word? (face)</i></p> <p><i>The word is "back." When we substitute the ending sound with /sh/, what's the new word? (bash)</i></p>
<p>Shared Reading 8 minutes</p>	<p>Model reading the full poem while tracking the print. <i>As we read today, think about what you know about syllables and listen for words that have more than one syllable.</i></p> <p>Echo read the full poem while tracking the print. Model expression, and emphasize words that will help children understand the meaning of the poem. Use fluency to support comprehension.</p> <p>Connect the poem to unit content. <i>You can use your knowledge about shadows and how they are formed to make sense of this poem! What does the poet mean when he writes that he won when his face was toward the sun? Why does his shadow beat him when his back is to the sun?</i></p> <p>Identify and review key letter-sound relationships.</p>

	<p><i>As we are reading, notice the sound c makes in the words “raced” and “face.” The soft c, and makes the sound /s/. When c is followed by e, i, or y, it makes the /s/ sound.</i></p> <p>Chorally read the poem multiple times for fluency practice. Model scooping phrases to show pausing, and invite children to use the pointer to lead the group in scooping phrases.</p>
<p>Closing 5 minute</p>	<p><i>You will continue to practice reading the poem “Shadow Race” in the Reading Station.</i></p>
<p>Standards</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. RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4a. Read grade-level text with purpose and understanding.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they engage in phonemic awareness activities. Do children blend and segment phonemes? Do children isolate long vowels? Do children break words into syllables? Do children substitute syllables correctly? Do children substitute sounds? Listen to children chorally read. Do children read with appropriate phrasing and expression? Do children use the correct intonation for punctuation?</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"> • With teacher dictation, children use cubes or chips to change vowel teams in words. For example: coat-->caught, pie-->pea, mouse-->moose, Gail-->goal, road-->raid

	<ul style="list-style-type: none">• With teacher dictation, children use letter tiles or write with markers on whiteboards to build vowel team words. (rain, cloud, loaf, tree, beat)
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Notes

Large empty rectangular box for taking notes.