

WEEK 6

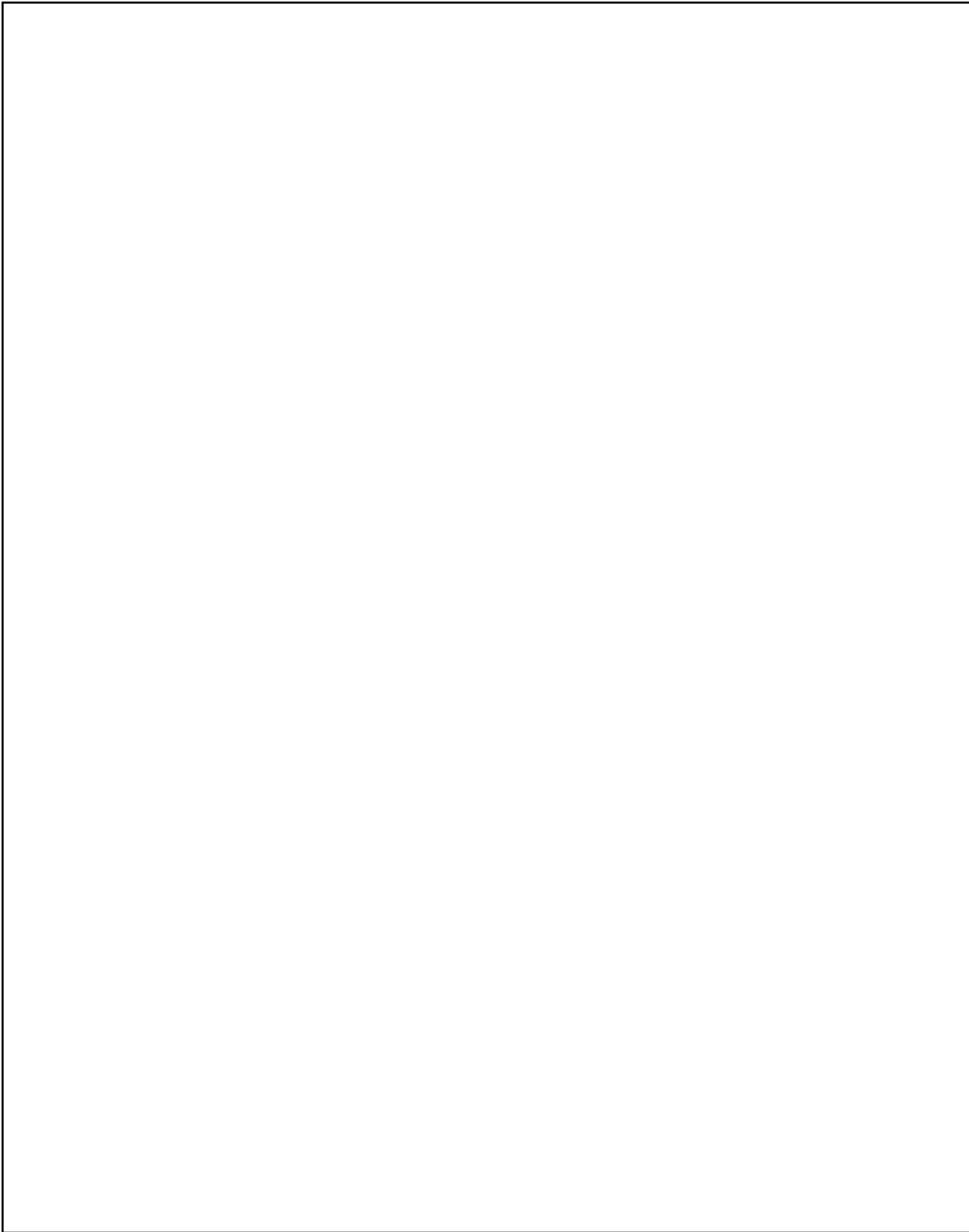
**Shared Reading**  
**“Boston Birds”**

<b>Weekly Question</b>	What dangers do animals encounter?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● chart paper and markers Write out the poem for whole group reading.</li> <li>● “Boston Birds” slides</li> <li>● pointer</li> <li>● highlighter tape (optional)</li> </ul>
<b>Opening</b> 1 minute	<p><i>This week we are learning about dangers to animals.</i></p> <p><i>Our Shared Reading text this week is a poem called “Boston Birds.” Let’s read about two kinds of birds who live in a city known as Boston. Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
<b>Phonological Awareness</b> 6 minutes	<p>Isolate and identify sounds.</p> <p><i>We have been learning about glued sounds. We tap glued sounds with three fingers together because there are three different sounds, but they are said so close together that we call them “glued.”</i></p> <p>Use the large sound cards to review glued sounds /ang/, /ing/, /ong/, and /ung/.</p> <p><i>What initial sound do you hear in “long”?</i> <i>What glued sound do you hear?</i></p> <p><i>What initial sound do you hear in “wings”?</i> <i>What glued sound do you hear?</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> <i>Listen to these sounds: /l/... /ung/... /z/. Now say and tap the</i></p>

	<p><i>sounds, then blend them.</i></p> <p><i>How many sounds are there? Let's tap and blend together. Remember that glued sounds are tapped with three fingers at once. What's the word? [lungs]</i></p> <p><i>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 "sing" after me; then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Now let's say each sound slowly while we all tap the sounds, using three fingers for the glued sound. /s/... /ing/</i></p> <p>Determine syllables.</p> <p><i>How many syllables do you hear in the word "building?" Let's say it and feel the chin drops. Now say it and clap the word. Show me on your fingers the number of syllables.</i></p>
<p><b>Shared Reading</b> 12 minutes</p>	<p><i>I know from the title that this poem will be about birds found in the city of Boston.</i></p> <p>Model reading the poem on the chart paper.</p> <p>Invite children to echo read the poem, stanza by stanza. Then invite children to chorally read the full poem, slowing down the pointer to allow children to decode words such as "wings," "honk," "nest," "sing," as well as other ccvc/cvcc words and words with glued sounds.</p> <p>Identify and highlight words in the poem with glued sounds. <i>Which words in this poem have glued sounds?</i></p> <p>Check for understanding of key vocabulary. <i>What do the geese do with their wings?</i> <i>How do the wrens sing?</i></p> <p>Connect the poem to unit content. <i>How are these birds' bodies adapted for survival?</i></p> <p>Highlight high frequency words. <i>Which 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>

<b>Closing</b> 1 minute	<i>You will continue to practice reading this poem in the Reading Station.</i>
<b>Standards</b>	<p><b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>R.2.1.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>R.3.1.b</b> Decode regularly spelled one-syllable words.</p> <p><b>R.12.1.a</b> Read various on-level text with purpose and understanding.</p>
<b>Ongoing Assessment</b>	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend phonemes?</p> <p>Do children segment phonemes?</p> <p>Can children read words with glued sounds?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p>
<b>Daily Practice</b>	<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"> <li>● Children take dictation on whiteboards with words spelled with glued sounds and words ending with suffix -s.</li> <li>● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with glued sounds by changing the initial, medial, or final phonemes. For example, sing→ ring→ rang→ bang</li> <li>● Children add suffix -s to base words to form plural words and to make subject-verb agreement.</li> </ul>

**Notes**



Shared Reading U2 W6