

WEEK 6

Shared Reading
“The Bread Song”

Weekly Question	What services do people provide and use?
Materials and Preparation	<ul style="list-style-type: none">● audio of “The Bread Song” (some verses have been modified)● technology for whole group listening● chart paper and markers Write out the text for whole group reading <ul style="list-style-type: none">● “The Bread Song” slides● pointer● highlighter tape (optional) <p>Note: This is a long text. Teachers may select fewer verses to use during the lesson.</p>
Opening 3 minutes	<p><i>Our Shared Reading text this week is “The Bread Song” by members of The Frente Music Collective. The people who wrote this song, in San Francisco, California, where lots of food comes from, cared about workers’ well being. Let’s listen to it.</i></p> <p>Play the audio to learn the tune.</p> <p><i>The version we’ll sing is slightly different. Before we sing it ourselves, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations Vowel Teams poster, focusing on vowel teams ue and ew.</p> <p>Identify a vowel sound.</p> <p><i>I’m going to say a word that we’ll see in our text, and you’ll say what sound you hear.</i></p> <p><i>The word is “few.” How many sounds do you hear? What are those sounds?</i></p>

	<p>Invite children to say each sound.</p> <p><i>When we read our text you'll have a chance to see how that long u sound is spelled.</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: /g/.../r/.../au/.../n/.../d/. Say and tap the sounds. How many sounds do you hear? What's the word? What vowel team sound do you hear?</i></p> <p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word. Say "shelf" after me. 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>/sh/.../e/.../l/.../f/.</i></p> <p>Determine syllables.</p> <p><i>How many syllables do you hear in the word "factory?" Let's say it and feel the chin drops.</i> <i>Now say it and clap the word, then show me on your fingers the number of syllables.</i></p> <p><i>I'm going to say a word that we'll see in our text, and you tell me if it is a closed or open syllable.</i> <i>The first word is "bun." Closed or open?</i></p> <p>Remind children of the rules for a closed syllable.</p> <p><i>The next word is "they." Closed or open?</i></p> <p>Remind children of the rules for an open syllable.</p>
<p>Shared Reading 10 minutes</p>	<p>Model singing the first two stanzas (verse and chorus) of the song while tracking the print.</p> <p><i>As we read today, use what you know about blends, vowel sounds and glued sounds to read new words.</i></p> <p>Invite children to echo read the song stanza by stanza, then chorally sing the full song.</p> <p>Connect the text to unit content.</p> <p><i>What connections do you have between this song and what we've</i></p>

	<p><i>been learning about?</i></p> <p>Identify and review key letter-sound relationships, based on the needs of the class. Mark on the charted text. For example: <i>What words have a blend? (bread, plums, from, tree)</i> <i>What words have a vowel team? (ground, few, peaches)</i> <i>What words have a glued sound? (hand, land, hamburger)</i></p> <p>Identify high frequency words. <i>What high frequency (trick) words do you see in this song?</i></p> <p>Invite children to chorally sing the full text for fluency practice. While singing, pause at decodable words to ensure children have an opportunity to apply their phonics knowledge.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading and singing “The Bread 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. RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3b. Decode regularly spelled one-syllable words. RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do children segment and blend phonemes? Do children identify syllables? Do children identify words with vowel teams? Do children distinguish between closed and open syllable words? Listen to children chorally read. Do children read with appropriate phrasing and expression?</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 letter tiles or write with markers on whiteboards to build single syllable words with five sounds.

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| | <ul style="list-style-type: none">• With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with vowel teams. |
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