

WEEK 7

Shared Reading
“This or That?”

Weekly Question	How do we make choices as consumers?
Materials and Preparation	<ul style="list-style-type: none"> ● “This or that” slides ● chart paper and markers Write out the text for whole group reading. ● pointer ● highlighter tape (optional)
Opening 1 minutes	<p><i>Our Shared Reading text this week is called “This or That?” It is sung to the tune of “This Old Man.”</i></p> <p><i>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.</p> <p>Identify a vowel sound. <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 “choice.” How many sounds do you hear? What are they?</i></p> <p>Invite children to say each sound. <i>When we read the song, be on the look out for how the word “choice” is spelled.</i></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: /s/././ā/.../v/.../ing/. Say and tap the sounds. How many sounds do you hear? What’s the word?</i></p>

	<p><i>What’s the base word? [save]</i> <i>What suffix do you hear? [ing]</i></p> <p>Segment sounds. <i>Now we’re going to segment the sounds in a word. Say “which” 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>/wh/.../i/.../ch/</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word “saving?” 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> <i>The base word “save” is a syllable, and the suffix /ing/ is a syllable.</i></p>
<p>Shared Reading 12 minutes</p>	<p>Hum the tune, but do not model singing it, since it is mostly decodable.</p> <p><i>As we read today use what you know about letters and sounds, especially vowel teams, to read the words of a new song!</i></p> <p>Invite children to chorally sing the full song.</p> <p>Connect the text to unit content. <i>What is the message of this song? How does it connect to our weekly question, How do we make choices as consumers?</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 vowel team? (ground, few, peaches)</i> <i>How is the /ing/ different in “saving” and “thing?”</i></p> <p>Remind children that /ing/ can be a glued sound or a suffix.</p> <p>Preview a spelling rule. <i>In the word “ake,” the silent e at the end makes the vowel a say its name—it makes the vowel long. What other words in the song follow this rule?</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 “This or That?” in the Reading Station.</i></p>
<p>Standards</p>	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words. R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends. R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). R.3.1.b Decode regularly spelled one-syllable words. R.12.1.a Read various on-level text with purpose and understanding. R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</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 /ing/ as a glued sound from a suffix? 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. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with vowel teams.

<p>Notes</p>
