

WEEK 1

Shared Reading

"Earth Day"	
<p>Standards: R.2.K.a R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.4.K.a</p>	<p>Earth Day comes but once a year, Let's celebrate and give a cheer!</p> <p>Pick up a sack, And clean the trash, Help the Earth get back on track.</p> <p>Turn off the tap, To save some water, Let the Earth have blue on her map.</p> <p>Earth Day comes but once a year, Let's celebrate and give a cheer!</p>
<p>Session 1</p>	<p>Opening: <i>Earth Day is a holiday on April 22nd. On Earth Day, we remember how much we love our planet Earth and celebrate by taking care of it. What do you think this Earth Day poem will be about?</i></p> <p>Fluency: Model expressive reading, emphasizing rhyme. Pause at the start of the second stanza ("Pick up a sack") for authentic word solving (see below). For the second time through, invite children to echo read each stanza.</p> <p>Word Solving: Point to the word "pick." <i>Let's read this word. Where should we start?</i> Invite children to make the /p/ sound. <i>Then we see /i/ and the digraph ck which sounds like /k/. Let's blend those three sounds together to figure out the word.</i> <i>Can you read the rest of the words in this line?</i></p> <p>Meaning Making: <i>What does the poet mean when they say, "Help the earth get back on track?"</i> <i>This phrase, "get back on track" is a common phrase that comes from thinking about a train that has come off its track and can't move. When we put something "back on track" we put it right so we can keep moving forward. Sometimes in school, if we're distracted, we need to pause and focus to get back on track with our learning!</i> <i>What is one thing we can do on Earth Day to help the earth get back on track to being clean and healthy?</i></p>

“Earth Day”	
Standards: R.2.K.a R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.4.K.a	<p>Earth Day comes but once a year, Let’s celebrate and give a cheer!</p> <p>Pick up a sack, And clean the trash, Help the Earth get back on track.</p> <p>Turn off the tap, To save some water, Let the Earth have blue on her map.</p> <p>Earth Day comes but once a year, Let’s celebrate and give a cheer!</p>
Session 2	<p>Fluency: Invite children to choral read each stanza while tracking the print. Add gestures for phrases like “give a cheer” and “clean the trash.”</p> <p>Phonological Awareness: <i>This poem has lots of rhyming words—words that sound the same at the end. What word in this poem rhymes with “year?” [cheer]</i> <i>What other rhyming words do you hear?</i></p> <p>Letter-Sound Awareness and Phonics: <i>This poem also has lots of words with the digraph ck.</i> <i>When the letters “c” and “k” come together at the end of a word, they make the sound /k/.</i> <i>Let’s find words with the digraph ck in this poem.</i> Invite children to highlight ck digraphs (pick, sack, back, track).</p>

“Earth Day”	
Standards: R.2.K.a R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.4.K.a	<p>Earth Day comes but once a year, Let’s celebrate and give a cheer!</p> <p>Pick up a sack, And clean the trash, Help the Earth get back on track.</p> <p>Turn off the tap, To save some water, Let the Earth have blue on her map.</p> <p>Earth Day comes but once a year, Let’s celebrate and give a cheer!</p>
Session 3	<p>Phonological Awareness: Cover the poem so that children do not see the print. <i>You are experts at hearing digraphs in words. I am going to say a word, and you will listen for the digraph. If the digraph is at the beginning of the word, stand up. If it is at the end, crouch down.</i> Say “earth,” emphasizing /th/ at the end. Model crouching, and state that the digraph /th/ was at the end. Repeat with the words “cheer” and “trash.”</p> <p>Fluency: Choral read the full poem. <i>This poem has some punctuation that helps us read it with expression.</i> Use echo reading to model expressive phrasing, using the exclamation points.</p> <p>Phonics: <i>There are many words in this poem that you all can sound out and read on your own. I will write a word on the whiteboard, and you will tap it out and read it.</i> Write a decodable word (map, let, tap, back), and model tapping out each sound on fingers, then blending the sounds together to read the word. Write a different word, and invite children to tap and blend the sounds.</p> <p>Word Recognition: <i>“Have” is a new high frequency word in this poem.</i> <i>What vowel sound do you hear in the word “have?” [short a]</i> <i>This word does not follow the CVCe rule; the silent “e” does not make the “a” say its name.</i></p>

Extensions	<p>Whiteboard digraph practice: Dictate short vowel words that end in digraph ck (lock, pack, back, brick, flock, kick). Invite children to spell them on their own whiteboards.</p> <p>Partner fluency work: Assign stanzas to partners to chorally read to practice reading with expression.</p>