

<p>“Reduce, Reuse, Recycle” Sung to the tune of “The Itsy Bitsy Spider”</p>		
<p>Standards: R.2.K.b R.3.K.a R.3.K.b R.3.K.c L.2.K.a L.2.K.c</p>	<p>Reduce, reuse, recycle, that’s what we must do. We need to save or fix the Earth. It’s up to me and you!</p>	<p>We all can do a little to help our Earth feel good. We can save the planet right from our neighborhood!</p>
<p>Session 1</p>	<p>Opening: <i>Today we will learn a new song to the tune of a song you may know: “The Itsy Bitsy Spider.”</i> Invite children to hum the familiar tune. <i>The title of this song is “Reduce, Reuse, Recycle.” Have you heard these words before? What do they mean?</i></p> <p>Fluency: Model singing the song in its entirety, emphasizing rhyme. Pause at “help” on the second line of the second stanza for authentic word solving (see below). The second time through, echo sing each stanza.</p> <p>Word Solving: Point to the word “help.” <i>What is this word? Where should I start to read this word?</i> Invite children to make the /h/ sound. <i>Next we see /ĕ/; what sounds are after that?</i> <i>Let’s blend those four sounds together to read the word.</i></p> <p>Meaning Making: <i>What does this song teach us about helping the Earth?</i> <i>“Reduce” means to make or use less. “Reuse” means to use again.</i> <i>“Recycle” means to use old materials to make new materials.</i></p> <p>Language Conventions: <i>When we write sentences, we use a capital letter at the beginning. Poems and songs often don’t follow the rules of capitalization, but this one does. Where do we see capital letters in this song?</i> Help children to notice capital letters at the start of every sentence.</p>	

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Standards:

R.2.K.b
R.3.K.a
R.3.K.b
R.3.K.c
L.2.K.a
L.2.K.c

Reduce, reuse, recycle,
that’s what we must do.
We need to save or fix the Earth.
It’s up to me and you!

We all can do a little
to help our Earth feel good.
We can save the planet
right from our neighborhood!

Session 2

Fluency and Language Conventions:

This song has some punctuation that helps us read it so it makes sense. There is punctuation at the end of each sentence. Remember, a sentence is a group of words that goes together to make sense.

Invite children up to find ending punctuation marks. Model using those punctuation marks in reading, pausing at the end of each full sentence. *Let’s practice singing this song and pausing at the end of each sentence.* Go back to the start, and chorally sing the full song, adding hand gestures for *me, you, little, and planet.*

Phonological Awareness:

Some of the words in this song have many syllables, and some only have one. I’m going to say some words from the song and you will listen to hear how many syllables it has.

Say “planet.”

How many syllables did you hear?

“Plan-et” has two syllables.

Repeat with “reduce,” “feel,” “neighborhood,” and “recycle.”

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R.3.K.b
R.3.K.c
L.2.K.a
L.2.K.c

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Session 3**Phonological Awareness:**

Cover the song so that children do not see the print.

You are experts at hearing sounds in words. I am going to say a word and change a sound, you will say the new word it makes.

Say “be” and invite children to replace the /b/ with /m/.

What word do we have now?

Repeat with phoneme substitution to change the words “mix” to “fix” and “cave” to “save.”

Fluency:

Remember, this poem has some punctuation that helps us read it with expression.

Use echo reading to model expressive phrasing and using exclamation points.

Letter-Sound Awareness and Phonics:

Let’s tap out the sounds in a few cvc words.

Point to “fix.”

Tap out the sounds in this word. How many sounds are in “fix?” When we say this word, we hear /f/ /i/ /k/ /s/. That’s four sounds, even though there are only three letters.

Word Recognition:

“That” is a new high frequency word in this poem. “That” starts like “the.” What sounds do you hear at the end of “that?” [short a, final /t/]
You all know what letters make the sound /at/. [at]
“At” is another high frequency word. Knowing “at” helps you read “that.”

Extension

Whiteboard practice: Dictate simple sentences. (I sat on a rock. We had a chat. He had a fish.) Invite children to write each full sentence, using knowledge of high frequency words, digraphs, and CVC spelling. Children then practice reading each full sentence to a partner.