

WEEK 5

Shared Reading

<p align="center">“Worms” Sung to the tune of “Twinkle, Twinkle, Little Star”</p>		
<p>Standards: R.2.K.a R.2.K.a R.2.K.b R.2.K.c R.2.K.d R.2.K.e R.3.K.a R.3.K.b R.3.K.c L.2.K.a L.2.K.b L.2.K.c L.2.K.d</p>	<p>Fat worms, thin worms, Long worms, too, See them wiggle, What else can they do?</p>	<p>Dig and dig in the wet, dark soil, They all like to work and toil. Fat worms, thin worms, Long worms, too, See them wiggle, What else can they do?</p>
<p>Session 1</p>	<p>Opening: <i>Today we will learn another new song to the tune of “Twinkle, Twinkle, Little Star.” The title of this song is “Worms.” What do you already know about worms?</i></p> <p>Fluency: Model singing the song in its entirety, emphasizing logical phrasing. The second time through, echo sing each stanza.</p> <p>Meaning Making: <i>What do the worms in this song do? Show me how you can wiggle! “Toil” means to work really hard. Why do you think worms have to toil--or work really hard--in the dirt?</i></p> <p>Language Conventions: <i>There’s a comma again, like we’ve seen in other poems and songs—it reminds us to take a break. A comma signals the end of a phrase, and we pause briefly—not as long as we would stop for a period at the end of a sentence.</i> Invite children to echo read the first lines, emphasizing the use of the comma for expressive reading.</p>	

“Worms”

Sung to the tune of “Twinkle, Twinkle, Little Star”

Standards:

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

Fat worms, thin worms,
Long worms, too,
See them wiggle,
What else can they do?

Dig and dig in the wet, dark soil,
They all like to work and toil.

Fat worms, thin worms,
Long worms, too,
See them wiggle,
What else can they do?

Session 2

Fluency:

Choral read each stanza, emphasizing fluency while reading phrases.

Phonological Awareness:

This song has rhyming words—words that sound the same at the end.

What are some words that rhyme? [Sing the song again, if needed.]

After children point out some of the rhyming words, highlight soil/toil.

We can change the first sound in words to make other words that rhyme. What other words rhyme with “soil” and “toil?” [boil, oil, foil, spoil, coil]

Letter-Sound Awareness and Phonics:

There are a lot of words in this song that start with the same sound as “worms.” Listen as I sing the song and give a thumbs up when you hear a word that starts with /w/.

Sing the song through as children listen for words starting with /w/.

“Wet” is a cvc word in this song. [point to it]

Can you name other words that have one or more sounds the same as wet? “Pat” ends with /t/, like “wet.”

Invite children to name other words that have the same initial, medial, or final sound, and highlight the common sound.

“Worms”

Sung to the tune of “Twinkle, Twinkle, Little Star”

Standards:

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

Fat worms, thin worms,
Long worms, too,
See them wiggle,
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Dig and dig in the wet, dark soil,
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Fat worms, thin worms,
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See them wiggle,
What else can they do?

Session 3

Phonological Awareness:

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

You are experts at noticing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word, and you can blend them together into a word.

Say “/w/-/i/-/g/-/l/” with a long pause in between each sound.

What word is that? [wiggle]

Repeat the same exercise with the words “else,” “dig,” and “work.”

Fluency:

This poem has punctuation that helps us read it and know when to pause or stop.

Use echo reading to model expressive phrasing.

Letter-Sound Awareness and Phonics:

One strategy you can use to read and write unfamiliar words is to look or listen for parts of words that you already know. For example, you all know how to read and write the word “in”—especially because the letters in the word make the sounds we expect them to! Write “in” on your hand.

Now listen as I say two words.

Say “long” and “thin.”

Which word has a part that you know?

“Thin” ends with the sound /in/. You also know what two letters make the first sound in “thin,” /th/. Now you can read and write “thin.”

Invite children to find “thin” in the song and/or to write it on the whiteboard.

Word Recognition:

"Them" is a new high frequency word in this poem.

"Them" starts like "the," "this," and "that."

Which two letters come together to make the /th/ sound?

Extension

Whiteboard practice: Dictate simple sentences. (He is on a mat. We shop with a bag. He had a big wish.) 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.