

WEEK 7

Shared Reading

"Have A Ball"		
Standards: R.2.K.d R.3.K.c R.3.K.d L.2.K.b	When I was born I was given a ball. The ball was green and blue. My mom said, "Share and take good care, it belongs to others, too. Keep it clean. Keep the green parts green. Try to make the blue parts bluer. If you love this ball, it will never grow old. In fact, it may grow newer."	So I did all that. And I did some more, 'Cuz I love this ball a lot. And I hope that you will love it too... It's the only ball we've got.
<b>Session 1</b>	<p>Opening: <i>You can read this title.</i> <i>What do you think this poem will be about?</i></p> <p>Fluency: Read the poem once through, pausing at times to allow children to fill in the rhyming word. Then read the poem a second time two lines at a time, modeling expressive reading and asking children to echo read.</p> <p>Meaning Making: <i>What is the ball the poet is talking about?</i> <i>How do you know?</i></p>	

## “Have A Ball”

Standards:  
R.2.K.d  
R.3.K.c  
R.3.K.d  
L.2.K.b

When I was born I was given a ball.  
The ball was green and blue.  
My mom said, “Share and take good care, it belongs to others, too.  
Keep it clean.  
Keep the green parts green.  
Try to make the blue parts bluer.  
If you love this ball, it will never grow old.  
In fact, it may grow newer.”

So I did all that.  
And I did some more,  
‘Cuz I love this ball a lot.  
And I hope that you will love it too...  
It’s the only ball we’ve got.

### Session 2

#### Fluency and Language Conventions:

Point out the quotation marks.

*What do these marks tell us? (They indicate that someone is speaking; in this case the mom.)*

*As we read, let’s show that there’s dialogue by changing our voices for when the mom is speaking.*

Choral read in small chunks, emphasizing fluency while reading phrases.

#### Letter-Sound Awareness and Phonics:

*You can tap out the sounds in words. This poem has CVC words. I will point to a word, and you will tap out each sound then blend it together into the word.*

Point to CVC words for children to tap, blend, and read. [mom, did, lot, got]

#### Phonemic Awareness:

*There are some words in this poem that have two sounds before the vowel sound. When two consonants are together, you can blend them. Listen for the two sounds before the vowel sound in this word.*

Say “green.”

*What two sounds did you hear before the long e sound? [/g/ /r/, /gr/ Another word in this poem starts with the same two sounds. Listen to these two words and find the one with the same two sounds at the beginning as “green:”*

Say “grow” and “good.”

*“Green” and “grow” both have two consonant sounds before the vowel sound. We can blend /g/ and /r/ together, /gr/.*

*Listen to these two words and find which one has two sounds before the vowel sound.*

Say “hope” and “clean.”

*“Clean” has two sounds before the vowel sound, /c/ and /l/, /cl/.*

**“Have A Ball”**

<p>Standards: R.2.K.d R.3.K.c R.3.K.d L.2.K.b</p>	<p>When I was born I was given a ball. The ball was green and blue. My mom said, “Share and take good care, it belongs to others, too. Keep it clean. Keep the green parts green. Try to make the blue parts bluer. If you love this ball, it will never grow old. In fact, it may grow newer.”</p>	<p>So I did all that. And I did some more, ‘Cuz I love this ball a lot. And I hope that you will love it too... It’s the only ball we’ve got.</p>
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<p><b>Session 3</b></p>	<p>Phonological Awareness: Cover the poem so that children do not see the print. <i>You are experts at noticing sounds in words and blending 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. Each of these words has the long vowel sounds.</i> Say “/k/-/l/-/ē/-/n/” with a long pause in between each sound. <i>What word is that?</i> [clean] Repeat the same exercise with the words “keep,” “make,” and “hope.”</p> <p>Fluency: <i>Remember, this poem has some punctuation that helps us read it and know when to stop or pause.</i> Use echo reading to model expressive phrasing.</p> <p>Letter-Sound Awareness and Phonics: <i>Let’s look at the word “hope.”</i> [Write “hope” on a whiteboard.] <i>If I take the letter “e” off of this word, what word do we have?</i> Erase the letter “e.” Ask children to tap and read the word. (hop) <i>If I change the “h” to “m,” what word do we have now?</i> (mop) Continue to substitute initial, medial, and final phonemes for practice reading CVC words.</p> <p>Word Recognition: <i>We know so many high frequency words now! What are some high frequency words that you know and can find in this poem?</i> Highlight words with marker or tape as children identify them.</p>
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<p><b>Extensions</b></p>	<p>Whiteboard chaining practice: Dictate “lot” and “got.” Children write the words. Then children write other words they know by changing the initial sounds in those words. [hot, dot, not, pot, rot]</p>
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