

WEEK 1

Shared Reading
“Three Small Monkeys”

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| Weekly Question | What do animals do? |
| Materials and Preparation | <ul style="list-style-type: none"> ● chart paper and markers Write out the chant for the whole group reading. ● “Three Small Monkeys” slides ● pointer ● highlighter tape (optional) |
| Opening 1 minute | <p><i>Our shared reading text this week is a chant called “Three Small Monkeys.” You might know a version of this already. We’ll read this version carefully to see how it is unique.</i></p> <p><i>Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p> |
| Phonological Awareness 6 minutes | <p>Isolate and identify sounds. Note that the target sounds appear in different words in the poem.</p> <p><i>What ending sound do you hear in “buzz?”</i></p> <p><i>What ending sound do you hear in “muff?”</i></p> <p><i>What vowel sound do you hear in both of those words?</i></p> <p>Blend sounds to make a word. [call] <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: /k/... /ôl/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i></p> <p><i>What glued sound do you hear?</i></p> <p>Segment sounds.</p> |

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| | <p><i>Now we're going to segment the sounds in a word. Say "fell" 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. /f/.../ĕ/.../l/.</i></p> <p><i>What vowel sound do you hear?</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "jumping?" Let's say it and feel the chin drops. Now say it and clap the word, then show me on your fingers the number of syllables.</i></p> |
| <p>Shared Reading 12 minutes</p> | <p>Highlight the target spelling pattern. <i>In our chant today, you'll notice some words with bonus letters; this is a special spelling rule. When an s, f, l, or z is on the end of a word, we double those letters. See where you can find bonus letters in our chant.</i></p> <p><i>You'll also notice words ending with the glued sound /ôl/. This ending has a bonus letter too!</i></p> <p>Model reading the first two lines, scooping phrases with a pointer.</p> <p>Invite children to chorally read the remainder of the chant, slowing down the pointer to allow children to decode words such as "small," "call," "fell," "off," and "all."</p> <p>Connect the chant to unit content. <i>What do the monkeys do in this chant? Monkeys don't jump on beds or call the doctor in real life; what do they do? Where have you learned information about monkeys?</i></p> <p>Identify target spelling patterns. <i>What words do you see spelled with bonus letters? What words do you see spelled with the glued sound /ôl/?</i></p> <p>Mark the target spelling patterns with yellow marker or highlighter tape. Mark bonus letters with a star and mark the glued sound /ôl/ with a starred box as taught in Foundations.</p> <p><i>What high frequency words that you know do you see in this song?</i></p> <p>Select one child to stand and point as the class reads chorally a second time.</p> |
| <p>Closing</p> | <p><i>You will continue to practice reading and chanting this song in the</i></p> |

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| 1 minute | <i>Reading Station.</i> |
| Standards | <p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p> |
| Ongoing Assessment | <p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend phonemes?</p> <p>Do children segment phonemes?</p> <p>Do children identify “bonus letters” (double final consonants)?</p> <p>Can children read words with the glued sound /ôl/?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p> |
| Daily Practice | <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"> ● Children take dictation on whiteboards with words spelled with bonus letters and the glued sound /ôl/. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable cvc, cvcc or ccvc words by changing the initial, final, or medial sounds. |

Notes

