

WEEK 1

Shared Reading
“To Market, To Market”

Weekly Question	What happens at a market?
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Write out the rhyme for whole group reading. ● “To Market, to Market” slides ● pointer ● highlighter tape (optional) ● On the whiteboard, write the heading, Foods we get at the market.
Opening 1 minute	<p><i>Our Shared Reading text this week is an old nursery rhyme that you may be familiar with, called “To Market, To Market.” This nursery rhyme is hundreds of years old; imagine how long people have been going to markets! We’ll read the original version of it, as well as a new version. Then we’ll have a chance to make up our own version!</i></p> <p><i>Before we read the nursery rhyme, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p><i>We have just started learning that when the letter r comes right after a vowel it can change the sound that vowel makes.</i></p> <p>Review r-controlled vowels -ar and -or using the Foundations R-Controlled Vowels poster.</p> <p>Substitute medial vowels. <i>I’m going to say a word, then we’ll change some sounds to make a new word.</i></p> <p><i>The first word is “far.”</i> Invite children to echo the word. <i>What r-controlled vowel do you hear in that word?</i></p> <p><i>Now let’s change the word. The new word is “for.”</i> <i>What sound changed in the word?</i> <i>What sounds stayed the same?</i></p>

	<p>Blend sounds to make a word. <i>We are going to blend sounds together to make words that we'll see in our text. These words have consonant blends—two consonants next to each other that make two sounds.</i></p> <p><i>Listen to these sounds: /c/.../l/.../am/. Now say and tap the sounds. How many sounds are there? What's the word?</i></p> <p>Remind children that /am/ is a glued sound and gets one tap with two fingers.</p> <p><i>Listen to these sounds: /f/.../r/.../e/.../sh/. Now say and tap the sounds. How many sounds are there? What's the word?</i></p> <p>Remind children that /sh/ is a digraph and gets one tap.</p> <p>Determine syllables. <i>How many syllables do you hear in the word "market?" 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><i>What r-controlled vowel do you hear in the word "market?"</i></p>
<p>Shared Reading 12 minutes</p>	<p>Show slide 1, read the title, and then show slide 2. Model reading the full original nursery rhyme, then read it chorally with the children.</p> <hr/> <p>Show slide 3. <i>Here's a new version of the nursery rhyme, based on the original one.</i> Echo read the rhyme, line by line.</p> <hr/> <p>Show slide 4. Compare the two versions. <i>What is similar about these two versions? What is different?</i></p> <hr/> <p>Show slides 2 and 3. Identify and highlight words in the second version of the poem with r-controlled vowels. <i>What words in this poem have r-controlled vowels? (market, tortilla) What words have consonant blends? (fresh)</i></p> <hr/> <p>Show Slide 1 (title). Connect to unit content.</p>

	<p><i>The image here is from a farmers market. Thumbs up if you've ever been to a farmers market. Long ago when the original nursery rhyme was sung, most markets were outdoors, like this.</i></p> <p>Construct a class version using market foods familiar to children. <i>Now we get to write our own version of this rhyme! What are some foods that you get at the market with your families?</i> Create a list on the whiteboard.</p> <p>Use foods from this list to construct a new version of the rhyme, playing with language by creating nonsense rhymes "bippity-___." Read the new version chorally.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading the original and new nursery rhymes at the Reading Station. You will also have an opportunity to write your very own version!</i></p>
<p>Standards</p>	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words. R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends. R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). R.3.1.b Decode regularly spelled one-syllable words. Standard R12 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do children blend phonemes? Do children identify syllables? Do children identify r-controlled vowels?</p> <p>Listen to children chorally read. Do children read with appropriate phrasing and expression?</p> <p>Review children's own versions at the Reading Station. Do they create original rhymes?</p>
<p>Daily Practice</p>	<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 or use letter tiles to build single syllable words with consonant blends. ● Children write their own versions of "To Market, To Market."

Notes

A large empty rectangular box with a black border, intended for taking notes.