

Unit 4: Communicating with Sound and Light

WEEK 2

Shared Reading
“Noise Day”

Weekly Question	How do sounds change?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem for whole group reading.● “Noise Day” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a poem called “Noise Day” by Shel Silverstein.</i></p> <p><i>Before we read the poem, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations vowel sounds poster and the vowel teams poster.</p> <p>Blend sounds to make a word. <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: /s/.../c/.../r/.../ā/.../p/.../s/ Say and tap the sounds. What’s the word?</i> <i>What vowel sound do you hear?</i> <i>When we see this word, “scrapes,” in the text, pay attention to how it’s spelled.</i></p> <p>Segment sounds and substitute initial blend. <i>The word is “scream.”</i> <i>What sounds do you hear in the word?</i> <i>How many sounds?</i> <i>What word do we get if we take out the /sc/ blend and replace it</i></p>

	<p><i>with /dr/?</i></p> <p>Isolate and substitute medial vowels and initial sounds. <i>I'm going to say a word, then you tell me the vowel sound you hear.</i></p> <p><i>The first word is "bone" Say the word. What vowel sound do you hear?</i></p> <p><i>Now let's change the word. The new word is "lone." What sound changed in the word?</i></p> <p><i>Now let's change the word again. The new word is "lane." What sound changed in the word? What vowel sound do you hear?</i></p> <p><i>If we add suffix s what word will we have? [lanes]</i></p>
<p>Shared Reading 8 minutes</p>	<p>Model reading the full poem while tracking the print. <i>As we read today, use what you know about blends and vowel sounds.</i></p> <p>Chorally read the full poem while tracking the print.</p> <p>Connect the poem to unit content. <i>Our weekly question this week is, How do sounds change? What does this poem tell us about that? Let's look at one line of the poem: "Laugh until your lungs wear out." Go ahead and make a laughing noise. Now change your laugh in some way. How did you change it? [louder/softer, higher/lower, shorter/longer, etc.]</i></p> <p>Identify and review key letter-sound relationships. <i>We blended the word "scrapes" earlier. Why is the e on the end of this word so important? What would happen without it?</i></p> <p>Find the word in the poem. <i>What other words in this poem have the long vowel sound spelled with the v-e rule? [drive, rake, ride] What words have glued sounds? [sing, pan, bang, lungs, wall, ball, can]</i></p> <p>Continue to chorally read the poem for fluency practice. Because the poem is mostly decodable, allow children's voices to carry the shared read.</p>
<p>Closing 5 minute</p>	<p><i>You will continue to practice reading the poem "Noise Day" in the Reading Station.</i></p>

<p>Standards</p>	<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>R.3.1.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p> <p>R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend and segment phonemes?</p> <p>Do children isolate medial vowels?</p> <p>Do children distinguish vowel types?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</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"> ● With teacher dictation, children use cubes or chips to change single syllable words with a short vowel to words with the long vowel v-e rule using a chaining routine. (i.e. cap→ cape) ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words the v-e rule using a chaining routine to change initial or ending phonemes. (i.e. cape→ tape→ take→lake→ like)

<p>Notes</p>

