

WEEK 3

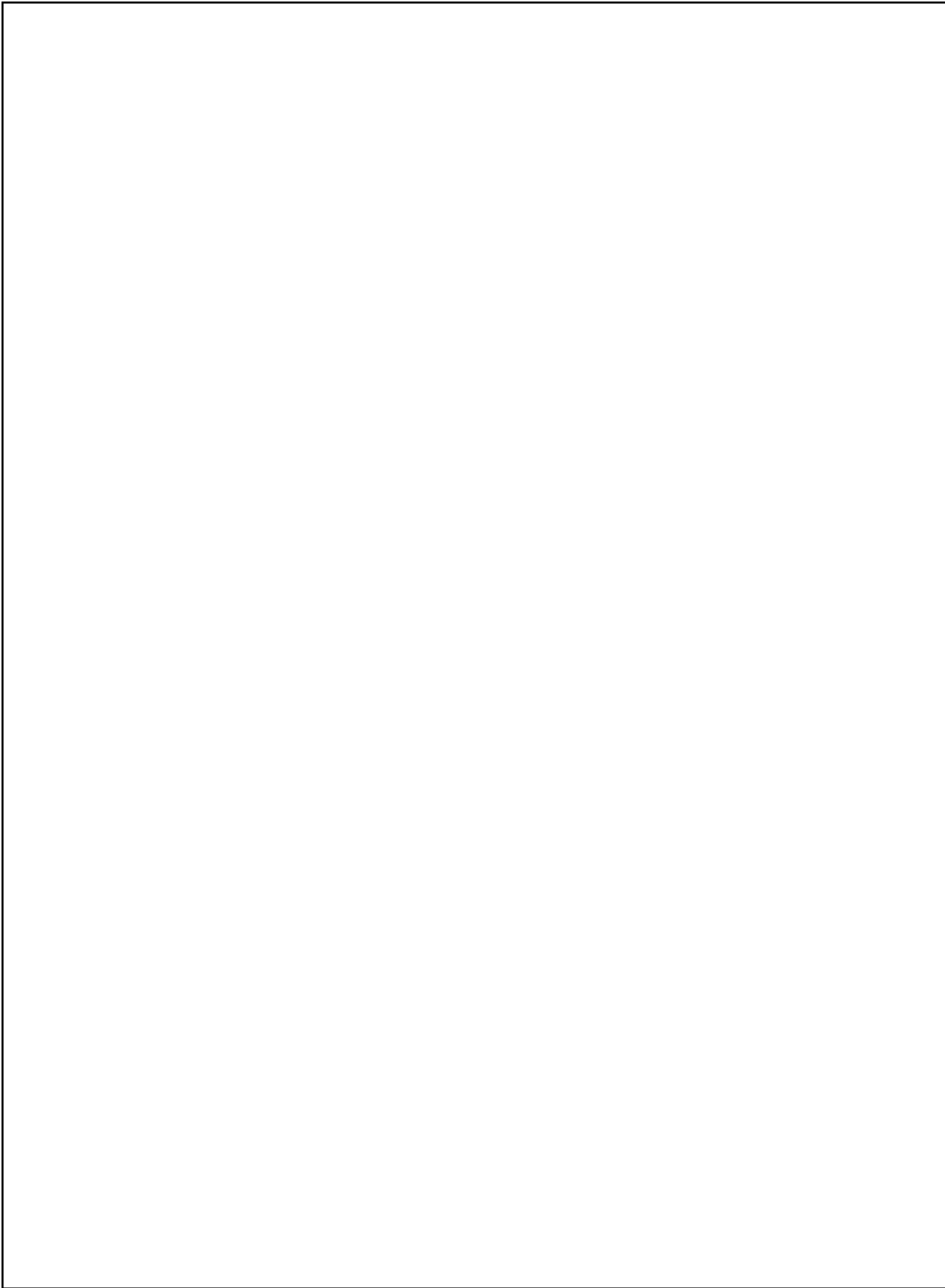
Shared Reading
“Down by the Bay”

Weekly Question	How do animals survive in their habitats?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the chant for whole group reading.● “Down By the Bay” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>This week we are talking about how animals survive in their habitats.</i></p> <p><i>Our Shared Reading text this week is a song called “Down by the Bay.” You may be familiar with it from K1! Today we will read a version of “Down by the Bay” that tells us about animal behaviors in their habitats.</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.</p> <p><i>Today we started learning about the suffix -s. Sometimes this suffix sounds like /s/ and sometimes it sounds like /z/.</i></p> <p><i>What initial sound do you hear in “cats?”</i> <i>What sound of the suffix -s do you hear?</i></p> <p><i>What vowel sound do hear in “rocks?”</i> <i>What sound of the suffix -s do you hear?</i></p> <p>Blend sounds to make a word.</p> <p><i>We are going to blend sounds together to make a word that we’ll see in our text.</i> <i>Listen to these sounds: /r/... /am/... /z/. Now say and tap the</i></p>

	<p><i>sounds, then blend them.</i> <i>How many sounds are there? Show me on your fingers. Let's tap and blend together. What's the word? (rams)</i></p> <p><i>What glued sound do you hear? What sound of the suffix -s do you hear?</i></p> <p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "whales" 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.</i> <i>/w/.../ā/.../l/.../z/</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p><i>Say "pats" 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.</i> <i>/p/.../ă/.../t/.../s/</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "watermelon?" 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><i>In our song today, we will learn about all kinds of animal behaviors. Let's see what we can learn!</i></p> <p>Model singing the song on the chart paper, repeating lines as needed.</p> <p>Invite children to echo read the first part of the song, until "tails?"</p> <p>Invite children to chorally sing the song, slowing down the pointer to allow children to decode words such as "cats," "rats," and "rams."</p> <p>Connect the poem to unit content. <i>What's one fact you learned from this poem about how animals behave?</i></p> <p>Highlight high frequency words. <i>What high frequency words that you know do you see in this song?</i></p>

	Select one child to stand and point as the class chorally sings. <i>What is another animal behavior that could fit in the song, "Down by the Bay?"</i>
Closing 1 minute	<i>You will continue to practice reading and quietly singing this song in the 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>R.12.1.a Read various on-level texts 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>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children identify the sound of the suffix -s?</p> <p>Do children segment phonemes?</p> <p>Do children blend phonemes?</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 glued sounds /am/ and /an/ and words ending with suffix -s. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable cvc, cvcc or ccvc basewords by changing the initial, final, or medial sounds. ● Children add suffix -s to basewords to form plural words.

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Shared Reading U2 W3