

WEEK 4

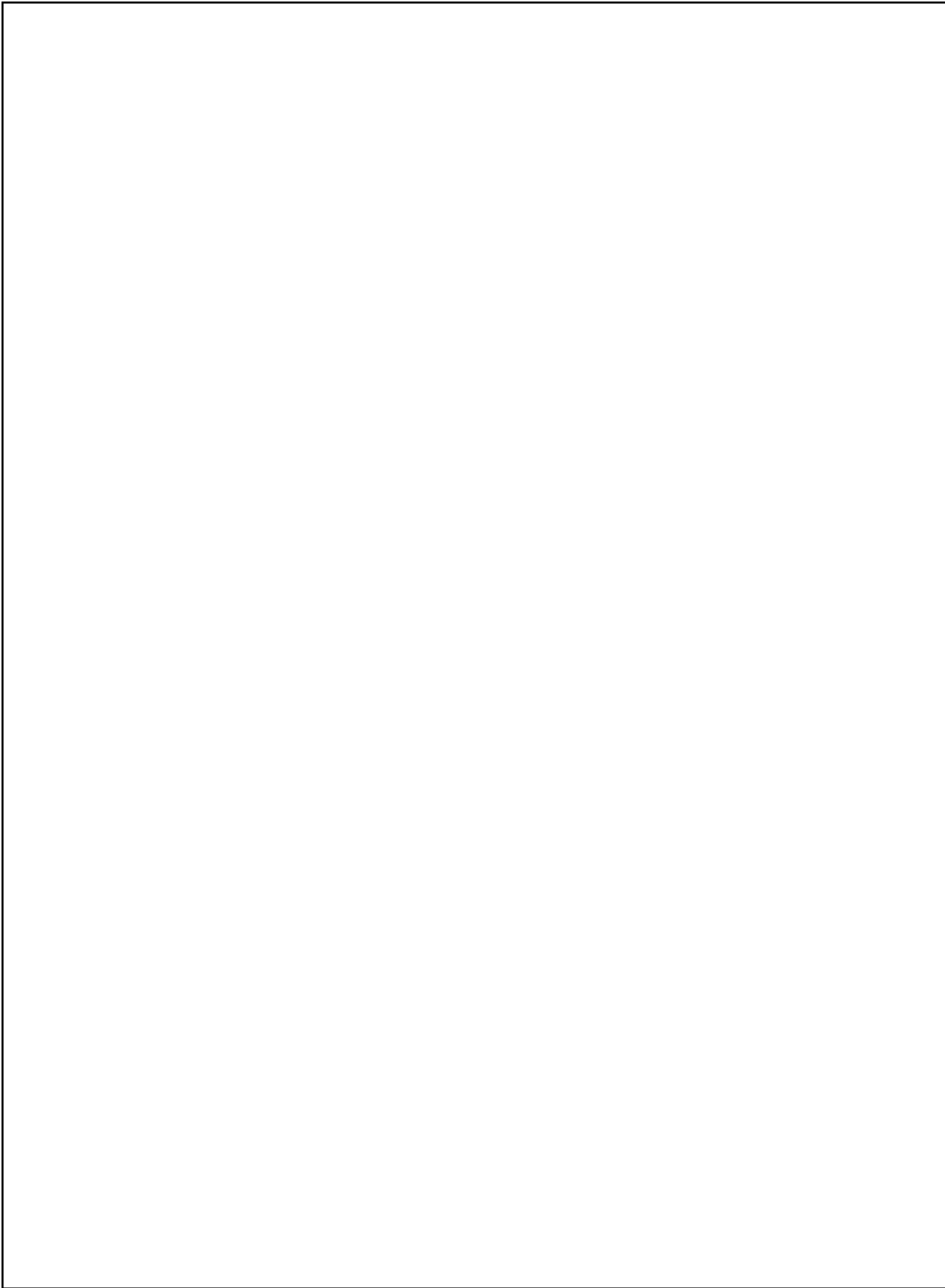
Shared Reading
“Market Day”

Weekly Question	How do resources get from where they come from to the people who use them?
Materials and Preparation	<ul style="list-style-type: none">● audio of “Market Day” by Raffi● technology for whole group listening● chart paper and markers Write out the song for whole group reading.● “Market Day” slides● pointer● highlighter tape (optional)
Opening 3 minutes	<p><i>Our Shared Reading text this week is a song called “Market Day” by Raffi. Let’s listen to the song once before we learn it.</i></p> <p>Listen to the song.</p> <p><i>Before we read and sing it ourselves, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations 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: /p/./l/.../ā/. Say and tap the sounds. How many sounds do you hear? What’s the word?</i></p> <p>Segment sounds. <i>Now we’re going to segment the sounds in a word. Say “stalls” 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. /s/.../t/.../all/.../s/.</i></p>

	<p>Remind children to tap the glued sound with one tap. Determine syllables. <i>How many syllables do you hear in the word “farmer?” 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 vowels do you hear in “farmer?”</i></p> <p><i>I’m going to say a word and you tell me if it is a closed or open syllable. The first word is “box.”</i></p> <p>Remind children of the rules for a closed syllable.</p> <p><i>The next word is “day.”</i></p> <p>Remind children of the rules for an open syllable.</p>
<p>Shared Reading 12 minutes</p>	<p>Model singing the song while tracking the print. Invite children to echo read the song line by line. Chorally read the full song once, and then chorally sing it.</p> <p>Connect the poem to unit content. <i>Here on our title slide is a picture of a market day. Thumbs up if you’ve ever been to a farmers market. This week we’ll be exploring how crops get from farms to us, and this sometimes includes farmers markets.</i></p> <p>Highlight high frequency words. <i>What high frequency words that you know do you see in this song?</i></p> <p>Identify target letter-sound relationships. <i>What vowel teams do you see? What words do you see with open syllables? What words do you see with closed syllables?</i></p> <p>Continue to echo or chorally sing the song for fluency practice. Because the song is mostly not decodable, it is important to support children with repeated shared readings.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading and singing “Market Day” in the Reading Station.</i></p>
<p>Standards (Boston)</p>	<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds</p>

	<p>(phonemes) in spoken single-syllable words.</p> <p>RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3b. Decode regularly spelled one-syllable words.</p> <p>RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
Fundations Alignment	Level 1 Unit 9
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children segment and blend phonemes?</p> <p>Do children identify syllables?</p> <p>Do children identify words with vowel teams?</p> <p>Do children distinguish between closed and open syllable words?</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 extension in small or whole group:</p> <ul style="list-style-type: none"> • With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with consonant blends and vowel teams by changing the initial, medial, or final phonemes. For example, sell→ spell→ speck→ speak.

Notes



Shared Reading U3 W4